

Acknowledgements

The Santa Clara County Public Health Department gratefully acknowledges the assistance, support, and cooperation of all who contributed to the Pandemic Influenza School Planning Toolkit.

Martin Fenstersheib, M.D., Health Officer and Acting Director of Public Health
Rocio Luna, Director, Office of Disaster Medical Services (ODMS), Public Health Department
Janie Burkhart, Pandemic Influenza Program Manager, ODMS, Public Health Department
Sal Murillo, Health Education Specialist, ODMS, Public Health Department
Trinh Nguyen, Advanced Practice Center Coordinator, ODMS, Public Health Department
Molly Carbajal, Advanced Practice Center Coordinator, ODMS, Public Health Department
Joy Alexiou, Public Information Officer, Santa Clara Valley Health & Hospital System
Marta Lugo, Public Communications Specialist, ODMS, Public Health Department

The almost 300 school personnel and emergency planners that participated in the Santa Clara County School Pandemic Influenza Training and Exercise, November 15, 2007 and provided invaluable input for the Advanced Practice Center toolkit development

The Santa Clara County Office of Education and the following districts that provided feedback for this toolkit:

San Jose Unified School District
Palo Alto School District

School personnel and consultants, Code Red Training Associates, who developed the Santa Clara County Pandemic Influenza School Planning Toolkit

PREPARED BY:

Liz Coe, Consultant
701 Christine Drive
Palo Alto, CA 94303
Phone: 650-856-0312
E-mail: lizcoe413@aol.com

Aimee Reedy, Consultant
1535 Shaw Drive
San Jose, CA 95118
Phone: (408) 205-7395
E-mail: Aimee_Reedy@comcast.net

Introduction



The U.S. Secretary of Education has called on schools to make emergency preparedness planning for pandemic influenza a priority—“to build on local emergency crisis plans by integrating specific pandemic influenza measures.”

According to the U.S Secretary of Education, “Pandemic influenza could have a profound effect on our nation’s school systems. Children would be expected to have high rates of infection and are more likely than adults to spread infection.” “...an important issue for educators during a pandemic will be the decision of whether to close schools. School closure might be necessary to protect the health of students and school personnel, to limit the spread of the virus, or in response to student and/or staff absences. Depending upon the underlying circumstances, the duration of school closure could range from a few weeks up to three months.”¹

Why are specific pandemic influenza measures needed for a school’s emergency crisis plan?

Characteristics of an influenza pandemic differentiate it from other hazards and threats that school emergency crisis plans address.

- A pandemic will have widespread, possibly global, impact versus geographically-bound local impact. As a result, any outside assistance that is available will be limited and possibly sporadic.
- Unlike other hazards, such as an earthquake or a hurricane, a pandemic does not cause physical damage.
- A pandemic’s primary effect will be on people. A worst-case scenario pandemic will cause illness in a very large number of school personnel and students, resulting in up to 30% absenteeism rates at peak periods for at least two weeks during each wave. The healthcare system throughout the nation will be overwhelmed. Due to absenteeism,
 - Basic services, such as law enforcement, fire, emergency response, communications, transportation, and utilities could be disrupted.
 - Supply chains for essential items such as food, water, and other emergency provisions may be compromised.

¹ Key Policy Letters Signed by the Education Secretary or Deputy Secretary, March 2006, October 2006, and February 2007.

- A pandemic can last for 12-24 months, occurring in waves (peak periods of illness) with three to nine months between waves, rather than last for days or weeks like many other emergency events.
- Unlike most emergencies there may be a short period of time to prepare for a pandemic emergency. Experts estimate that a pandemic influenza virus could spread around the world in 30 to 60 days. If the pandemic starts in another country and is detected immediately by the World Health Organization's global surveillance network, we may receive notice of the impending pandemic.

This combination of characteristics along with community mitigation strategies, such as school closures, that will be used present a unique challenge to schools and their communities.

During school closures, the U.S. Department of Education recommends continued education. The Department has provided guidance, such as its November 21, 2007 *Pan Flu Guidance* and the U.S. Department of Education/Office of Safe and Drug-Free Schools' Teleconference on December 18, 2007. "Continued instruction is important to maintain learning, and also to engage students in constructive activities while they are not in school. Engaging students to any degree will provide them with a sense of normalcy during a crisis situation, as well as providing a constructive outlet for interaction. Maintaining routine or normal activities has been found to be a positive coping measure that assists with recovery following a crisis."² Continuing instruction during a school closure, to be successful, requires planning. This toolkit will also assist schools in their pandemic planning.

What is the Pandemic Influenza School Planning Toolkit?

The Santa Clara County Public Health Department Advanced Practice Center created the *Pandemic Influenza School Planning Toolkit* for the National Association of County and City Health Officials to assist local public health agencies in partnering with the schools within their jurisdictions for pandemic emergency preparedness planning. The toolkit is designed to:

- Increase awareness of the threat of a pandemic influenza and its impact on the school community.
- Guide schools in developing specific pandemic influenza measures to integrate into their emergency crisis plans. Specifically,
 - To increase preventive health behaviors that limit the spread of viruses, such as a pandemic influenza.

² The U.S. Department of Education's November 21, 2007 *Pan Flu Guidance*.

- To continue student learning and core operations during the pandemic.
- To recover, returning to the “new normal,” when the pandemic has passed.

The *Pandemic Influenza School Planning Toolkit* is consistent with Federal guidance for school emergency crisis planning. It is organized to reflect the sequence of crisis management:

- Prevention (addresses what schools and districts can do to prevent and limit the spread of disease).
- Preparedness (focuses on planning for a worst-case scenario pandemic influenza).
- Response (specifies the steps to take during an influenza pandemic).
- Recovery (deals with how to restore the learning and teaching environment after the pandemic).

A plan template is provided to guide development of pandemic specific measures to augment a school’s emergency crisis plan. The plan template is supported by several tools (e.g., communications tools and continuity of instruction tools) to assist schools in completing specific template sections. The template, when completed by a school, becomes the school’s pandemic plan.

It is important to note that the enhanced ability to respond to pandemic influenza that is gained from pandemic planning efforts will also enhance the ability of schools to respond to many other hazards and threats. Emergency planning is ultimately about building and enhancing community resiliency.

How will a pandemic influenza impact schools?

It is necessary to understand pandemic influenza to prepare for a pandemic.

Why is a pandemic a major concern now?

A pandemic is a major concern at this time because conditions worldwide are again favoring the appearance of a pandemic strain of influenza. An influenza pandemic is a global outbreak of disease that occurs when a new influenza A virus appears or “emerges” in the human population, causes serious illness, and then spreads easily from person to person worldwide. Conditions favoring a pandemic include:

- The natural cycle of pandemic influenza is every 30-40 years, and it has been nearly 40 years since the last influenza pandemic.

- The avian influenza virus (H5N1) is currently being monitored by the World Health Organization (WHO) because a major genetic “shift” allowing it to become transmissible person-to-person will create a “novel” virus and the potential for a pandemic.
- We are now in Phase Three of the Pandemic Alert Period (of WHO’s six pandemic phases). Human infections are occurring with a new subtype (H5N1), but no human-to-human spread has occurred, or at most, rare instances of spread to a close contact have occurred.

The progression of a pandemic is monitored by WHO and by the Federal government. The following table presents a summary of the WHO global pandemic phases and the U.S. Federal response stages. The Federal response stages characterize the stages of an outbreak in terms of the immediate and specific threat a pandemic virus poses to the U.S. population. These phases/stages provide guidance for pandemic influenza planning and response activities.

Pandemic Influenza Classification System to Guide Planning and Response			
WHO Pandemic Phases		U.S. Federal Response Stages	
Inter-Pandemic Period			
New virus in animals, no human cases			
1	Low risk of human cases	0	New domestic animal outbreak in at-risk country
2	Higher risk of human cases		
Pandemic Alert			
New virus causes human cases			
3	No or very limited human-to-human transmission	0	New domestic animal outbreak in at-risk country
4	Evidence of increased human-to-human transmission	1	Suspected human outbreak overseas
5	Evidence of significant human-to-human transmission	2	Confirmed human outbreak overseas
Pandemic			
6	Efficient and sustained human-to-human transmission	3	Widespread human outbreaks in multiple locations overseas
		4	First human case in North America
		5	Spread throughout United States
		6	Recovery and preparation for subsequent waves

Each pandemic phase (Inter-Pandemic Period, Pandemic Alert, and Pandemic) has overarching public health goals. U.S. goals for pandemic response are to:

- limit the spread of a pandemic;
- mitigate disease, suffering, and death; and
- sustain infrastructure and lessen the impact on the economy and the functioning of society.

What are the primary interventions to minimize the impact of an influenza pandemic?

The primary strategies for combating influenza are 1) vaccination, 2) treatment of infected individuals and prophylaxis of exposed individuals with influenza antiviral medications, and 3) implementation of infection control and social distancing measures.

It is not likely that pharmaceutical interventions will be the primary strategies to combat influenza initially because:

- It is unlikely that a well-matched pandemic strain vaccine will be available at the beginning of the pandemic.
- Influenza antiviral medications are likely to be in short supply and may not be effective against a future pandemic strain.
- Antibiotics are not effective against viruses.

Non-pharmaceutical interventions are more likely to be the primary strategies to combat influenza. The non-pharmaceutical interventions are:

- Voluntary isolation and treatment (as appropriate) of the sick.
- Voluntary home quarantine of members of households with confirmed or probable influenza cases.
- School/child social distancing to reduce contact among children and youth in the community (including termination of after-school activities, closure of schools and childcare, and reduction of out-of-school/childcare social contacts).
- Workplace/community social distancing to reduce contact among adults in the community and workplace (including cancellation of large public gatherings and alteration of workplace environments and schedules).

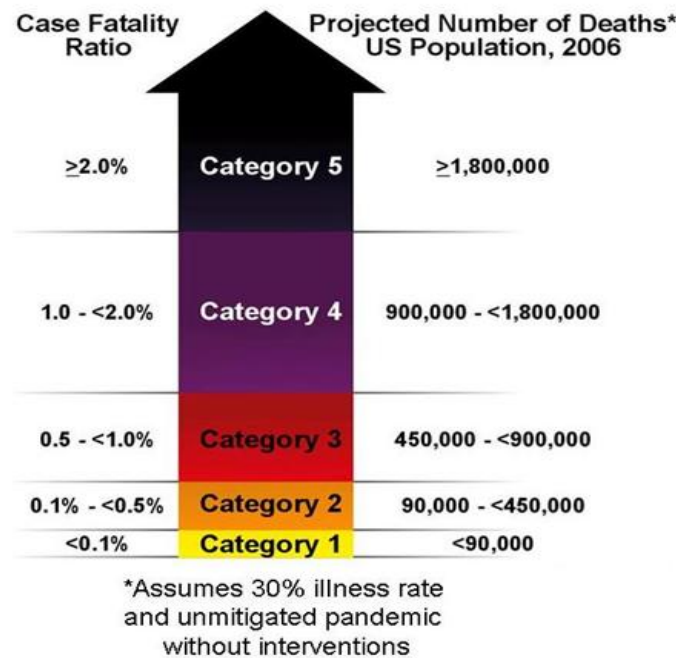
How will use of non-pharmaceutical interventions be determined?

When the pandemic arrives, its severity will drive the implementation of non-pharmaceutical interventions.

Pandemic Severity Index

To determine severity, the Centers for Disease Control and Prevention (CDC) has developed a Pandemic Severity Index. The index uses the case fatality ratio (the proportion of deaths among clinically ill persons) to categorize the severity of the pandemic. The Pandemic Severity Index is illustrated below.

Pandemic Severity Index



Future pandemics will be assigned to one of the five categories of increasing severity. Once WHO has declared that the world has entered Pandemic Phase 5 (substantial pandemic risk), CDC will provide frequent assessments of the pandemic severity. Communities facing the imminent arrival of pandemic disease will be able to use the pandemic severity assessment to guide implementation of non-pharmaceutical interventions.

CDC Recommended Trigger Points for School Closure

CDC guidance³ suggests that the primary activation trigger for initiating non-pharmaceutical interventions (including school closure) will be the arrival and transmission of pandemic virus. This will be established by a laboratory-confirmed cluster of infection with a novel influenza virus and evidence of community transmission.

Critical considerations for implementation of non-pharmaceutical interventions based on this trigger are:

- Community connectedness and
- Determination of the timing (initiation and length) of the interventions.

Community connectedness encompasses physical proximity and the ease, speed, and volume of travel between the jurisdiction with the cluster of infection and other jurisdictions (e.g., the jurisdiction where your school is located).

³ *Interim Pre-Pandemic Planning Guidance: Community Strategy for Pandemic Influenza Mitigation in the United States—Early Targeted Use of Non-pharmaceutical Interventions* (CDC, 2007).

Since the timing of the initiation of non-pharmaceutical interventions influences their effectiveness, the optimal time for initiating interventions needs to be early enough to prevent an initial steep increase in pandemic influenza cases and the interventions need to continue long enough to cover the peak of the anticipated epidemic curve. As long as susceptible individuals are present in large numbers, disease spread may continue.

The steps between recognition of a pandemic threat and the decision to activate a response are critical to successful implementation of non-pharmaceutical interventions. To emphasize the importance of this concept, CDC guidance on triggers introduces key steps in escalation of response action—*Alert*, *Standby*, and *Activate*.

- *Alert* includes notification of critical systems and personnel of their impending activation.
- *Standby* includes initiation of decision-making processes for imminent activation, including mobilization of resources and personnel.
- *Activate* refers to implementation of pandemic mitigation measures.

The amount of time decision-makers are able to allot to each step, may be driven by the pandemic severity index, the speed of transmission, and the amount of time it takes to fully implement the intervention once a decision is made to *Activate*.

Statutory Authority for School Closure

The statutory authority in your community for school closures during an influenza pandemic will be the person that determines the selection and timing of non-pharmaceutical interventions in your community.

This authority will monitor the WHO global pandemic phases and the U.S. Federal response stages. Intervention decisions will be based on multiple factors, including, but not necessarily limited to, the pandemic severity index, speed of transmission, the community's connectedness to the jurisdiction with the pandemic infection cluster, the level of community preparedness or the amount of time it will likely take to fully implement the intervention once a decision is made to *Activate*, and the timing that is believed to best for optimal impact.

Three-Tiered Strategy for Implementing School/Child Social Distancing Measures

To provide further guidance, CDC has defined a three-tiered strategy for implementing school/child social distancing measures:

CDC Guidance for Implementing School/Child Social Distancing Measures	
Federal Response Pandemic Stage	Social Distancing Measures
1	No school closure/reduction in out-of-school social contacts
2 and 3	Short-term (up to 4 weeks) school closure/reduction in out-of-school social contacts
4 and 5	Prolonged (up to 12 weeks) school closure/reduction in out-of-school social contacts

Learning from Previous Pandemics

Over the last 400 years there have been 12 influenza pandemics, three of them during the last century. The 1918 influenza pandemic was the most severe, causing more than 500,000 deaths in the United States and more than 40 million deaths around the world.

According to *Interim Pre-Pandemic Planning Guidance: Community Strategy for Pandemic Influenza Mitigation in the United States—Early Targeted Use of Non-pharmaceutical Interventions*, recent preliminary analyses of cities affected by the 1918 pandemic show a highly significant association between the early use of multiple non-pharmaceutical interventions and reductions in peak and overall death rates. In addition, combining the analyses of historical data with mathematical modeling suggests that the early, coordinated application of multiple interventions may be more effective in reducing transmission than the use of a single intervention.

What we have learned from history provides hope that the effect of a severe pandemic can be mitigated if implementation of interventions is timely and coordinated.

Planning in advance is required if these strategies are to be implemented in a timely and coordinated fashion during a severe or worst-case scenario pandemic. That is why this toolkit has been developed and why it is so important for schools to build on their emergency crisis plans by integrating specific pandemic influenza measures.

How is the Pandemic Influenza School Planning Toolkit organized?

The Pandemic Influenza School Planning Toolkit is organized as follows:

- Preparing to Plan
 - *Pandemic Influenza School Planning Toolkit Overview*
 - Jurisdiction-Level Planning: Public Health as Champion
 - Tools:
 - Sample Introductory Letter from Health Officer and County Office of Education Superintendent
 - Sample Letter from Health Officer and County Police Chiefs Association Chair
 - Sample Description of Santa Clara County Health Officer Legal Authority regarding Pandemic Influenza

- District-Level Planning: Setting the Stage for an Effective Planning Process
- Pandemic Influenza Plan Template
 - Template Tools:
 - Communication Tools (Prevention, Preparedness, Response Recovery)
 - Prevention Tools
 - Preventive Health Information Tools
 - Preparedness Tools
 - Continuity of Management Tools: NIMS, ICS and Continuity of Operations Planning
 - Continuity of Instruction Tools
 - School Employees' Role as Disaster Service Workers Tools

This *Pandemic Influenza School Planning Toolkit* provides substantial guidance and information to facilitate integration of specific pandemic influenza measures into a school's existing emergency crisis plan.

Preparing to Plan

To support schools in creating specific pandemic influenza measures to add to their emergency crisis plans, pre-planning at the jurisdiction- and district-level is critical. The information in this section will enable local public health agencies to present a locally customized toolkit to school districts that allows school districts to focus on their planning tasks.

Pandemic Influenza School Planning Toolkit Content Overview

The Pandemic Influenza School Planning Toolkit is designed to assist schools in developing specific pandemic influenza measures to integrate into their emergency crisis plans. The following overview of toolkit components shows how the different parts of this toolkit work together:

- **Pandemic Influenza Plan Template**

The plan template is the core of the toolkit. It is designed to guide the school's pandemic planning process.

- It is organized to reflect the sequence of crisis management: prevention, preparedness, response, and recovery. This will make it compatible with your existing emergency crisis plan.
- It has several accompanying tools to guide you in completing the more challenging sections of the plan template.

Once the plan template is filled in, it can be a supplement to a school's emergency crisis plan.

Several tools were developed to support the template. They are designed:

- To guide planning and
- To provide information and resources needed make planning decisions.

The following is a brief overview of the tools.

- **Communication Tools (Prevention, Preparedness, Response, and Recovery)**

The communication tools include memos, letters/e-mails/Web communications, handouts, fact sheets, check lists, and PowerPoint presentations that you can use to keep district personnel and families informed. These tools can be used as is or customized for your school community.

The PowerPoint presentations can be used to inform and educate district personnel and parents/guardians. The Pandemic Influenza Overview can be used to orient your district's pandemic planning committee to the planning process.

Unlike the other tools, the communication tools for Prevention, Preparedness, Response, and Recovery are grouped together. This is so that you can easily move a tool from one crisis management phase to another or decide to use a communication more than once.

- **Prevention Tools**

The Preventive Health Information Tools include pandemic-related lesson plans and prevention posters.

An annotated listing of curricula that is relevant to pandemic influenza and organized by grade level is provided with two sample lesson plans. Teachers can select the lesson plan that is best suited for their class to teach preventive health behaviors and provide opportunities to practice those behaviors.

Two posters—Limit the Spread of Germs and Wash Your Hands—are available in English, Spanish and Vietnamese.

- **Preparedness Tools**

There are three preparedness tools:

- Continuity of Management Tools: NIMS, ICS and Continuity of Operations Planning,
- Continuity of Instruction Tools, and
- School Employees as Disaster Service Workers Tools.

The Continuity of Management Tools provide Federal guidance and information on the National Incident Management System (NIMS), the Incident Command System (ICS), and Continuity of Operations Planning (COOP). This will help you determine how your school will manage continuity of operations when schools are closed.

The Continuity of Instruction Tools focus on identifying technology resources both teachers and students have at home, and developing class-level learning plans for all classes and student-level learning plans for students with special needs. The learning plans concentrate on methods that will be used to continue instruction and on alternative learning strategies that may be used. A final tool provides examples of methods and of alternative learning strategies that teachers can draw from to develop the learning plans.

The School Employees as Disaster Service Workers Tools have been developed specific to the California Disaster Service Worker Program. In California, all public employees (including public school employees) have a mandated responsibility to assist during declared emergencies. These tools can be modified to reflect similar emergency legislation in other states. They are designed to help schools prepare their employees for this responsibility.

By going through this planning process, a school district will:

- Increase awareness of the threat of a pandemic influenza and its impact on the school community.
- Increase daily preventive health behaviors that limit the spread of viruses, such as a pandemic influenza.
- Prepare you to:
 - Continue student learning and core operations during the pandemic.
 - Recover, returning to the “new normal,” when the pandemic has passed.

As schools work through the planning process, it is important to remember that the enhanced ability to respond to pandemic influenza that is gained from planning efforts will also enhance the ability of a school to respond to many other hazards and threats. Emergency planning is ultimately about building and enhancing community resiliency.

Jurisdiction-Level Planning: Local Public Health Agency as Champion

This section of pre-planning is directed to the local public health agency. The local public health agency is the natural champion for school pandemic planning and is likely to be the first to see this toolkit since it was created for the National Association of County and City Health Officials.

Why is the local public health agency the natural champion? As the lead first responder for an influenza pandemic, limiting the spread of a pandemic and mitigating disease, suffering, and death—two of the Federal government goals for pandemic response—are public health priorities. These goals are not the priority of other organizations in your jurisdiction. It is up to local public health agencies to make an influenza pandemic a concern for local schools so that schools will prioritize the development of an influenza pandemic supplement for their emergency crisis plan.

While the leadership role is clear, the realities of public health funding and staffing may be barriers to fully embracing the role of champion and working collaboratively with local schools throughout the planning process. If this is the case, it is important to be realistic and to be strategic in how you champion school planning for a pandemic. Public health’s working relationship with local schools is important. To foster and build positive collaboration it is critical that public health agencies be forthright with local schools regarding its role in the planning process. Given the limitations, it may be helpful to

seek recommendations from local schools on how to focus limited public health time to maximize the benefit to schools. The role of champion does not disappear because staff and resources are lacking; however it can do damage to your agency's relationships with local schools if it is not handled well.

Local Health/Public Health Agency Pre-Planning Steps

Step 1: Review the toolkit.

It is important to begin by reviewing the toolkit carefully. Familiarize yourself with the toolkit's approach to pandemic planning for schools. As you read the preparedness section you will become aware of key issues for schools in continuing education during a pandemic, which is the most challenging part of pandemic planning for schools. Begin to develop strategies to champion the school planning effort that are aligned with local public health influenza pandemic planning.

Step 2: Complete the public health sections of the Influenza Pandemic Plan Template.

Like you, schools are busy carrying out their priority—education. There are sections of the Influenza Pandemic Plan Template that you can complete before distributing it to schools to make their planning easier. These sections are on:

- The legal authority for school closure.
- The role of schools in pandemic surveillance.
- The use of school personnel and facilities in a pandemic or other local emergency.

The legal authority for school closure is addressed in the following template sections: 2.4 and 3.1. It will be much easier for schools if you identify the state and local legal authorities with contact information now—there is no need for them to use their limited planning time to find this information. Sample information is provided in the Influenza Pandemic Plan Template regarding Santa Clara County's legal authority. Santa Clara County's description of health officer authorities related to a pandemic is also included as a tool.

Preparing to Plan Tool #1:

- *Sample Description of California Guidance and Santa Clara County Health Officer Statutory Authority for School Dismissals.*

The role of schools in pandemic surveillance is addressed in template sections 2.4 and 4.2. Insert how your public health agency intends to involve schools in surveillance in these sections.

Use of school personnel and facilities in a pandemic or other local emergency is addressed in sections 2.9 and 3.4. If your state does not have a mandated emergency response program that includes school district employees, you can delete the disaster service worker section now. If public health or local emergency management have plans for using school buildings during emergencies or guidance you can add to this section now that reflects your jurisdiction's approach to using school facilities during emergencies, you can add that information now.

Step 3: Modify the Influenza Pandemic Plan Template tools to reflect your local public health agency approach to pandemic planning.

Key tools to review that have public health information are the:

- Communication Tools
 - Memos
 - Letters/e-mails/Web communications
 - Handouts
 - Fact sheets and checklists
 - PowerPoint presentations.

Modify these tools as needed to reflect local public health agency influenza pandemic planning.

Step 4: Identify and recruit education leaders that are influential in your jurisdiction.

In Santa Clara County, this was the County Office of Education (which provides instructional, administrative, human resources, business and technical support services to the county's 32 school districts) and representatives of a few school districts. The education leaders in your community may be different. You know your community best. There are several key responsibilities for the education leader(s):

- To review the toolkit and modify it as appropriate for the local school community.
- To serve as a co-champion for school influenza pandemic planning.

How you define the role of co-champion will reflect your community. It is recommended that it include co-signing an introductory letter to all school districts to encourage school pandemic planning and introduce the toolkit. A sample introductory letter co-signed by the Public Health Officer and the Superintendent of the County Office of Education is included as a tool.

Preparing to Plan Tool #2:

- *Sample Introductory Letter from Health Officer and County Office of Education Superintendent.*

Step 5: Modify the Influenza Pandemic Plan Template and tools to reflect your school community.

Once you've identified a school co-champion, it is recommended that you review the toolkit with them. If there are recommendations for modifications to the Influenza Pandemic Plan Template, you can make them now. For example, if your jurisdiction has a county office of education that handles payroll for all school districts, information on how payroll will be handled during school closures can be added under Section 2.4 when core operations/essential functions are addressed.

It may also be helpful for a local school leader to review the following tools:

- Continuity of Management Tools: NIMS, ICS and Continuity of Operations Planning,
- Continuity of Instruction Tools, and
- School Employees as Disaster Service Workers Tools.

While public health can assist with any needed modification of these sections, it is recommended that modification of these tools, if needed, only be done in concert with a local education leader to ensure that education issues are addressed.

Step 6: Identify an influential police chief in your jurisdiction to support school pandemic planning.

Continuity of education will be important during a pandemic's school closure(s) to police, too. While keeping students involved in "normal routine" will ensure that students don't lose an entire academic year and provide a stabilizing anchor for them, it will also reduce the likelihood of numbers of bored and roaming students causing problems or engaging in criminal activities. In Santa Clara County, the influential police chief was the Chair of the Santa Clara County Police Chiefs Association. A sample letter co-signed by the Public Health Officer and a Police Chief is included as a tool.

Preparing to Plan Tool #3:

- *Sample Letter from Health Officer and County Police Chiefs Association Chair*

Step 7: Prepare to recruit local school districts for pandemic planning.

Identify all of the school districts in your jurisdiction. The education leader(s) you have been working with will be able to help you with this. You will need to identify the superintendent and the person in the district that has been charged with emergency planning.

As you define your recruitment strategies, keep in mind:

- A school's primary responsibility is education. It is a demanding job.

- Schools are often dealing with the same staffing and resource constraints as public health.
- Some schools may not have emergency crisis plans that are aligned with the latest U.S. Department of Education guidance.
- It is unlikely that schools will have continuity of operations plans, which are still relatively new in the public sector.
- Pandemic planning—particularly for continuity of instruction during school closures—is likely to be viewed as overwhelming.

Understanding school priorities, pressures and demands will facilitate more effective collaboration.

To ensure effective planning, you will be more successful if you recognize:

- The importance of engaging school administrators. Their involvement is crucial to elevating pandemic planning to a high priority at every level of the school system, in every administrative department, and in every school building. It is also essential to involving teachers and other school-based staff.
- The value of being alert to ways in which school districts can work together or share resources to reduce the planning workload.

Begin by identifying your strategies for initial contact and follow-up. You can invite all school districts to an orientation meeting or begin by recruiting districts individually. It will be important to do a thorough review of the toolkit with schools as part of orientation to support schools in starting the planning process and to make it possible for schools to ask questions and get clarification on the rationale for what they are being asked to do. You may also want to consider developing a Web site that posts strategies and resources that schools develop to continue instruction along with sections of plans that schools have done well. The strategies you decide to employ to kickoff the planning process and support schools need to be a good fit for your jurisdiction's school community.

Step 8: Define and communicate public health's role in school pandemic planning.

If your goal is for each school in your jurisdiction to create specific pandemic influenza measures to add to their emergency crisis plans, your job does not stop with recruiting local schools for pandemic planning. To achieve this goal, ongoing collaboration is essential.

As mentioned earlier, staff and resource limitations may be a barrier. Acknowledge this reality and work to focus the time you do have to work with local schools so that it is targeted to address school needs. Schools will likely be in the same position. Design a planning process that ensures that pandemic specific emergency planning with your local schools builds and enhances public health's relationships with local schools and

community resiliency. To be as successful as possible, it will be important to be realistic, set reasonable goals, and follow through on all commitments.

District-Level Planning: Setting the Stage for an Effective Planning Process

This section of pre-planning is directed to school districts. Once a school district receives the locally customized toolkit, there are a few things it can do to set the stage for an effective planning process.

Step 1: Review the toolkit.

The toolkit your receive should have been reviewed by your local public health agency and a local education leader. Ideally it will include local public health information so that you do not need to spend your time doing research to complete public health sections of the plan template. There may also be some further customization specific to the local educational community that has also been done and will save your time.

Prior to introducing the toolkit to personnel in your district, it is recommended that the person responsible for district emergency planning review it carefully. This is also a good time to bring your district nurse on board. As you review the toolkit:

- Identify sections that are district-level responsibilities and the sections that are already part of your district's emergency plan. Note this in the plan template so that each school site is not spending time on these sections.
- Customize the toolkit, as needed, so that if there are questions or sections that don't represent how your district operates, they can be modified now and reduce confusion down the road.

Make it a goal to understand what pandemic planning entails before you seek administrator buy-in and recruit a district pandemic planning committee.

Step 2: Engage school administrators.

The involvement of school administrators is crucial to elevating pandemic planning to a high priority at every level of the school system, in every administrative department, and in every school building. It is also essential to involving teachers and other school-based staff. Time spent developing administrator buy-in to the pandemic planning process is well worth it. Seek your local public health agency's support as needed.

Step 3: Recruit a district pandemic planning committee.

Section 2.1 of the Pandemic Influenza Plan Template provides guidance on district personnel to involve in pandemic influenza planning. You may already have a district emergency planning team or you may need to identify the entire team. To the extent possible, recruit the people who will be most helpful in moving the planning process forward.

Step 4: Convene a planning orientation meeting to kick-off planning.

How you orient the planning committee to the task at hand will reflect your district's culture. You may want to consider:

- Scheduling an influential school administrator to welcome the planning committee.
- Using the PowerPoint presentation, Pandemic Influenza Overview, that is available in the toolkit.
- Providing an overview of the toolkit.
- Designing a planning process that respects participants' time and brings in school expertise as needed for relevant template sections. Everyone does not need to do everything.
- Identifying ways in which pandemic planning may:
 - enhance the ability of your school to respond to other hazards and threats, and
 - enhance current operations and instruction.

Examples of enhancing current operations that add benefit now may include improving communication systems, adding direct deposit to payroll options, and/or building teacher and staff technology capabilities.

An example of enhancing instruction may include identifying alternative instructional strategies and methods for school closures that teachers begin to use now to enhance instruction or curriculum and/or provide students with additional learning resources.

Step 5: Plan.

All school districts have planning experience to bring to the table for this task. As you plan, create benchmarks to recognize progress.

When you complete the Pandemic Influenza Plan Template, you will have your district's pandemic supplement to your emergency crisis plan. Acknowledge those who have contributed and celebrate a job well done.

Good luck!

Preparing to Plan Tool #1: Sample Description of California Guidance and Santa Clara County Health Officer Statutory Authority for School Dismissals

California Guidance for School Dismissals During and Influenza Pandemic¹

California Health Officers have statutory authority for school dismissals.

The Director of the California Department of Public Health recommends the following triggers for initiating non-pharmaceutical interventions, such as closing schools, subject to the epidemiological characteristics and other relevant information known at the time, including the severity and initial epidemiology of the virus:

- WHO Pandemic Phase 6 has been declared; and
- The Pandemic Severity Index is a category 2 or greater; and
- The first human laboratory-confirmed pandemic case in California.

An *alert* will be declared by CDC during WHO Pandemic Phase 6, when there are widespread human outbreaks in multiple locations outside of the United States.

Standby will be declared by CDC when the first human laboratory-confirmed case occurs anywhere in the United States.

Activation may be declared with the first laboratory-confirmed human pandemic influenza case identified in California depending on the epidemiological characteristics of the pandemic strain and other relevant factors.

The decision to activate in California will be made by the State Health Officer, in consultation with local health officers. Issuing a statewide order will ensure rapid, simultaneous, and uniform implementation of school dismissal across the state. Uniform implementation of early, layered, and targeted non-pharmaceutical interventions is crucial to disrupt transmission of the pandemic influenza virus.

If deemed appropriate for a local jurisdiction, a local Health Officer has the authority to close schools and may initiate student dismissals prior to the State Health Officer's order, after first notifying the State Health Officer of intent to do so.

Statutory Authority of the Santa Clara County Health Officer

The Santa Clara County Health Officer has duties that include the enforcement of public health laws and regulations as well as controlling disease and other threats to the public's health. The common connection within all of public health activities is the prevention of injury or illness from all causes, in all age groups and within all cultures and ethnic backgrounds.

¹ *Guidance for Student Dismissals During an Influenza Pandemic*, California Department of Public Health, July 2008.

By agreement, the Santa Clara County Health Officer serves as Health Officer for all cities in Santa Clara County,

The following sections of the California Health and Safety Code specify Health Officer authorities.

Sections 101000, 101025, 101030: Establishes the authority of County Health Officers to preserve and protect the public health by enforcing county orders, ordinances and statutes pertaining to public health.

Sections 101040, 101475: Authorizes County and City Health Officers to take preventive measures during an emergency. Preventative activities may include isolation, quarantine, and social distancing measures such as closing schools and public gatherings (sporting events, concerts, etc.).

Section 120175: Authorizes the local Health Officer to take measures necessary to control the spread of communicable disease.

Preparing to Plan Tool #2: Sample Introductory Letter from Health Officer and County Office of Education Superintendent.

Dear Superintendent:

This *Pandemic Influenza School Planning Toolkit* is designed to provide you with the information that your district, schools, and staff will need in preparing for an influenza pandemic.

There is now an avian/bird influenza (H5N1) virus circulating in several countries. It is not yet in the United States. The presence of the virus in birds does not mean there will automatically be human cases. However, at some point, whether it is the H5N1 virus or another virus, health experts project that there will be a new virus that will spread easily among people. People will have no immunity against this new virus strain and as with any new virus it will take 6-8 months to manufacture an effective vaccine. When this virus begins spreading easily from person to person, we will have a global influenza pandemic. The pandemic will come in multiple waves over months to years.

In Santa Clara County, we estimate that 30 to 40 percent of the population will be clinically ill and that we may have as many as 22,000 deaths over the course of the pandemic. In a normal year, an estimated 5 to 10% of the population becomes ill and approximately 200 people in our county die from flu related causes. Needless to say, children are a critical consideration, both in terms of preventing the spread of the disease and keeping children healthy. We need your active engagement and partnership in preparing schools and families for a pandemic. Ongoing communication between the Santa Clara County Public Health Department and school districts will be a critical factor as events change and unfold.

The *Pandemic Influenza School Planning Toolkit* is consistent with Federal guidance for school emergency crisis planning. It is organized to reflect the sequence of crisis management:

- Prevention: Schools Open (addresses what schools and districts can do to prevent and limit the spread of disease).
- Preparedness: Schools Open (focuses on planning for a worst-case scenario pandemic influenza).
- Response: Schools Close (specifies the steps to take during an influenza pandemic).
- Recovery: Schools Reopen (deals with how to restore the learning and teaching environment after the pandemic).

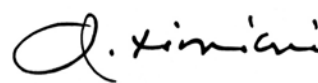
The Santa Clara County Public Health Department has developed the *Pandemic Influenza School Planning Toolkit* for use by school districts in developing your own plan for prevention, continuity of operations, continuity of instruction, and recovery in the event of an influenza pandemic.

Please feel free to contact the Health Department at (408) 792-5040 if you have any questions regarding pandemic influenza. Thank you for your participation in this critical preparation.

Sincerely,



Martin Fenstersheib, MD, MPH
Public Health Officer
County of Santa Clara



Joe Fimiani
Acting Superintendent of Schools
Santa Clara County Office of Education

Preparing to Plan Tool #3: Sample Letter from Health Officer and County Police Chiefs Association Chair

Dear Superintendent:

The Santa Clara County Public Health Department and the Santa Clara County Police Chiefs Association have identified that, in the event of school closures, there must be on-going educational activities and assignments.

We fully understand this may become a difficult balancing act. With potentially 30 to 40% of the population becoming clinically ill, there will be an impact on most families in terms of those who become ill and those who take on the role of caregivers. This will, of course, include students' families, teachers as well as public safety officers.

Students, however, need sufficient academic activities to keep them busy. There are a number of issues to consider:

- **Academic:** We need to ensure that students do not lose an entire academic year.
- **Public Health:** We need to minimize the potential of bored students re-congregating and accelerating transmission of the influenza virus.
- **Public Safety:** We need to minimize the numbers of bored and roaming students causing problems or engaging in criminal activity.
- **Social Stability:** We need to maintain the normal routine for students in order to provide a stabilizing anchor for children and guarantee the continuity of our social fabric.

Simply stated, we need your help in having a plan in place for continuing educational activities for students in spite of illness and/or school closure. Please meet with your site administrators, teacher leaders and labor associations to prepare for this event.

We appreciate your District's partnership, support and contribution to the community's well-being. Thank you very much.

Sincerely,



Martin Fenstersheib, MD, MPH
Public Health Officer
County of Santa Clara



Lynne Johnson
Chief of Police, Palo Alto
Chair, Santa Clara County Police Chiefs Association

Pandemic Influenza Plan Template

Contents

Prevention.....	2
1.1 INFORM/EDUCATE ADMINISTRATION, TEACHERS AND STAFF.....	2
1.2 INFORM/EDUCATE PARENTS/GUARDIANS.....	2
1.3 EDUCATE STUDENTS	3
1.4 INFECTION PREVENTION PRACTICES	4
Preparedness.....	5
2.1 PANDEMIC INFLUENZA PLANNING COMMITTEE.....	5
2.2 INFORM/EDUCATE ADMINISTRATION, TEACHERS AND STAFF.....	6
2.3 INFORM/EDUCATE PARENTS/GUARDIANS.....	6
2.4 DEVELOP THE PANDEMIC COMPONENT OF YOUR EMERGENCY PLAN.....	7
2.5 DEVELOP THE PANDEMIC COMPONENT OF YOUR CONTINUITY OF OPERATIONS PLAN	11
2.6 DEVELOP THE PANDEMIC COMPONENT OF YOUR CONTINUITY OF INSTRUCTION PLAN	15
2.7 DEVELOP YOUR RECOVERY/SCHOOL REOPENING PLAN.....	20
2.8 PLAN YOUR PANDEMIC EMERGENCY TRAINING AND EXERCISES.....	21
2.9 PLAN FOR USE OF SCHOOL PERSONNEL OR FACILITIES IN A PANDEMIC OR OTHER EMERGENCY BY LOCAL EMERGENCY MANAGEMENT OR PUBLIC HEALTH.....	22
Response.....	23
3.1 MAINTAIN ONGOING COMMUNICATION WITH AUTHORITIES	23
3.2 WARNING PHASE	23
3.3 SCHOOL CLOSURE FOR STUDENTS	24
3.4 INFORM DISTRICT PERSONNEL OF DSW ROLE/USE OF SCHOOL FACILITY.....	25
Recovery	26
4.1 ACTIVATE RECOVERY PLAN.....	26
4.2 OPEN SCHOOLS—REBUILD SCHOOL COMMUNITY	28
4.3 EVALUATE YOUR SCHOOL'S RESPONSE	28

PANDEMIC INFLUENZA PLAN TEMPLATE

*(name of school/district) Emergency/Crisis Management Plan
 Pandemic Influenza Supplement*

Prevention

The goal of prevention is to take action to increase awareness and reduce or eliminate risk.

The following prevention activities will help reduce student and staff absences during a normal influenza and cold season as well as during an influenza pandemic. Beyond creating a healthier environment, the benefit of reducing absenteeism will also be reflected in:

- *Reduced need for substitute teachers.*
- *Increased average daily attendance.*
- *Improved test scores as a result of increased teacher-student interaction.*

In the event of an influenza pandemic, these activities become critical.

Keep prevention a top priority!

1.1 INFORM/EDUCATE ADMINISTRATION, TEACHERS AND STAFF

Educate/inform administration, teachers, and staff (including before- and after-school program staff) on the following prevention topics:

- Hand Washing and Cough/Sneeze Etiquette
- Stay Home When Ill
- Importance of Annual Flu Vaccine

Communication Tools to Educate/Inform School Personnel *(Place a check next to the tools you plan to use.)*

PowerPoint Presentation

☐ *Healthy Kids, Healthy Classrooms*

Communications

☐ *#1 Plan for a Healthy School Environment*

☐ *#3 Get Your Regular Flu Vaccine*

☐ *Other _____*

Note: Communications can be repeated and communications from other emergency phases can also be sent at this time.

1.2 INFORM/EDUCATE PARENTS/GUARDIANS

Educate/inform parents/guardians on the following prevention topics:

- Basic Prevention (Hand Washing and Cough/Sneeze Etiquette)
- Keep Children Home When Ill
- Importance of Annual Flu Vaccine

Communication Tools to Educate/Inform Parents/Guardians (Place a check next to the tools you plan to use.)

Communications

- ☐ #2 (Insert name of school) Plan for a Healthy School Environment
- ☐ #4 Protect Your Family with a Regular Flu Vaccine
- ☐ Other _____

Note: Communications can be repeated and communications from other emergency phases can also be sent at this time.

1.3 EDUCATE STUDENTS

Influenza Curricula

Schools play a key role in the dissemination of preventive health information to students. Beginning in preschool and across the K-12 curriculum, students should receive grade-appropriate health education about communicable diseases and methods to interrupt disease spread (cover cough, wash hands, stay home when ill, etc).

Prevention curriculum related to pandemic influenza curriculum may stand alone or be integrated across the curriculum. For example,

- *A lesson on germs could be integrated into a life science unit in the elementary, middle, or high school level.*
- *A high school lesson describing and explaining influenza (seasonal and pandemic) might include an English class essay assignment to summarize learning or identify implications for a community.*
- *A middle school lesson on the potential number of people sick from a pandemic could integrate an estimation lesson in an 8th grade math class.*

Messages about communicable diseases and methods to interrupt disease spread can also be communicated by students as well as school personnel in morning announcements and in assemblies.

It is important to repeat prevention messages repeatedly to change behaviors and to encourage students to stay home when ill.

Review the lesson plan resources and sample lesson plans (see Influenza Curricula, Prevention Tools). Select curricula and/or describe how communicable diseases and health methods to interrupt disease spread will be integrated into existing curriculum and/or communicated to students. Complete the following template for your school.

Grade	Subject / Class	Pandemic Topic	Lesson Plan Source

Preventive Health Information Tools:

- Preventive Health Lesson Plans

INFECTION PREVENTION PRACTICES

Infection Prevention Practices

Give special attention to teaching school personnel, students, and their parents how to limit the spread of infection. Schools should already be teaching these things to build habits that protect students from disease (See www.cdc.gov/flu/school/ and www.healthykids.us/cleanliness.htm.)

Check yes or no to indicate if your school will incorporate this practice and specify where information is found on this practice in the right column.

Yes	No		Specify where practice/policy is located:
		Prevention Posters: <ul style="list-style-type: none"> Wash Your Hands Limit the Spread of Germs 	Posted in classrooms, bathrooms, hallways and offices.
		Keep a supply of things you need to help control the spread of infection. Store the supplies in easy-to-find places. <ul style="list-style-type: none"> Soap Paper towels Tissues Hand sanitizer Trash receptacles Identify a team of staff members who will ensure that each room has adequate supplies and that basic hygiene supplies are replaced daily and trash is disposed of daily.	
		Clean high contact areas. Pay extra attention to doorknobs, keyboards, etc. Determine whether your schools should be cleaned differently or more frequently and instruct staff on practice.	
		Inform school personnel and families of the importance of annual flu shots. Flu vaccines as the best way to protect against the flu. (See www.cdc.gov/flu/protect/preventing.htm .)	

Infection Prevention Tools:

Prevention Posters (Wash Your Hands and Limit the Spread of Germs). Both posters are available in English, Spanish and Vietnamese at: www.sccphd.org/panflu.

From the homepage you have to click on "Pandemic Information" and scroll to the middle of the page to get to the poster links.

Preparedness

The goal of preparedness is to plan for a rapid, coordinated, effective response for when a pandemic occurs.

2.1 PANDEMIC INFLUENZA PLANNING COMMITTEE

Identify the person(s) responsible for leading development of and maintaining the district's pandemic influenza supplement:

Create a district committee to guide pandemic influenza planning and to develop/enhance planning and coordination efforts for school closure/student dismissal and school reopening during a pandemic.

List the representative next to each category:

Title	Person's Name
Superintendent: Board of Education Representative: District Public Information Officer: District Administrators from Instructional Departments: District Emergency Planner: School Nurse/Health Services Administrator: District administrators from operations departments, e.g., Custodial Supervisor: Human Resources Director: Information Officer: Information Technology/Computer Specialist: Legal Advisor: Risk Manger: Transportation Director: School Site Administrators: Department/Grade Level Leads: Adult Education Director: Special Education Director: Food Services Director: Charter School Representative: Before- and After-School Program Providers: Mental Health Professional: Teachers: Parents: Teacher Association Representative: Classified Association Representative:	

2.2 INFORM/EDUCATE ADMINISTRATION, TEACHERS AND STAFF

Educate/inform administration, teachers, and staff (including before- and after-school program staff) on the following preparedness topics:

- Pandemic Influenza Information
- Planning for Being Absent
- Planning for Childcare during Pandemic
- Strategies to Limit Pandemic Impact: Social Distancing, Termination of Extra-Curricular Activities, School Closures, Isolation and Quarantine
- General Preparedness: Ensuring Adequate Food, Medications, and Supplies

Communication Tools to Educate/Inform School Personnel (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- ☐ Pandemic Influenza Overview

Communications

- ☐ #5 Information about Pandemic Influenza (Flu)
- Pandemic Influenza Fact Sheet
 - Avian Influenza Fact Sheet
- ☐ #6 Your Guide to Preparing for Pandemic Flu (overview to include with back-to-school packets)
- ☐ #7 Plan for Being Absent
- ☐ #8 Plan to Keep Your Family Healthy
- ☐ #9 Plan Ahead for Childcare
- ☐ #10 Emergency Home Supplies Checklists
- General Emergency Supplies Checklist
 - Pandemic Flu Supplies Checklist
 - Food Supplies Checklist
- ☐ #11 Information about Social Distancing and Isolation and Quarantine
- Social Distancing Fact Sheet
 - Isolation & Quarantine Fact Sheet
- ☐ Other _____

Note: Send family communications below to school personnel, too. In addition, communications can be repeated and communications from other emergency phases can also be sent at this time.

2.3 INFORM/EDUCATE PARENTS/GUARDIANS

Educate/inform parents/guardians on the following preparedness topics:

- Pandemic Influenza Information
- Planning for Childcare during Pandemic
- Strategies to Limit Pandemic Impact: Social Distancing, Termination of Extra-Curricular Activities, School Closures, Isolation and Quarantine
- General Preparedness: Ensuring Adequate Food, Medications, and Supplies

Communication Tools to Educate/Inform Parents/Guardians (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- ☐ Get Ready

Communications

- ☐ #6 Your Guide to Preparing for Pandemic Flu (overview to include with back-to-school packets)

Communication Tools to Educate/Inform Parents/Guardians (cont.)

- ☐ #8 Plan to Keep Your Family Healthy
- ☐ #9 Plan Ahead for Childcare
- ☐ #10 Emergency Home Supplies Checklists
 - General Emergency Supplies Checklist
 - Pandemic Flu Supplies Checklist
 - Food Supplies Checklist
- ☐ #11 Information about Social Distancing and Isolation and Quarantine
 - Social Distancing Fact Sheet
 - Isolation & Quarantine Fact Sheet
- ☐ Other _____

Note: These family communications should also be sent to district personnel. In addition, communications can be repeated and communications from other emergency phases can also be sent at this time.

2.4 DEVELOP THE PANDEMIC COMPONENT OF YOUR EMERGENCY PLAN

Why do you need to do pandemic influenza specific planning? An influenza pandemic is different from the other emergencies addressed in your school's emergency plan.

- A worst-case scenario influenza pandemic affects everyone.
 - Up to 30% of school personnel and students may be absent during pandemic peaks.
 - The health care system will be overwhelmed, critical infrastructure may not be fully functioning (transportation, commerce, utilities, public safety and communications).*It is not an emergency that only impacts your school site.*
- A pandemic will last for months, typically 12 to 24 months, and occur in several waves, rather than last for days or weeks like many other emergency events. Schools may be closed for 2 to 12 weeks several times.
- Unlike most emergencies that have no forewarning, there may be a short period of time to prepare for a pandemic emergency. Experts estimate that a pandemic influenza virus could spread around the world in 30 to 60 days. If the pandemic starts in another country and is detected immediately by the World Health Organization's global surveillance network, we may receive notice of the impending pandemic. There may be a warning period prior to closing schools.

Focus on planning for a worst-case scenario. When this entire plan template is complete, it can be an attachment or supplement to your school's emergency/crisis plan. The Continuity of Operations Plan (COOP) section can stay as is or be attached to your school's COOP.

If the information in this section is already in your school district's emergency plan, indicate where it is located. There is no need to repeat information from your emergency plan here.

Communications with Legal Authority for School Closures during Influenza Pandemic

Identify the legal authority to close schools during a pandemic influenza at the state and local levels.

State-Level Contact:

Local Contact:

Local Public Health Agency Contact (if not the legal authority for school closure):

*If the legal authority is different **prior** to a declaration of state emergency and **during** an emergency, identify both authorities.*

Specify how, and under what conditions, the legal authority will notify your district of school closures and reopening during a pandemic.

The Santa Clara County Health Officer has the statutory authority for school dismissals during an influenza pandemic to limit the spread of disease. He will work closely with the State Health Officer to ensure optimal opportunity to disrupt transmission of the pandemic influenza virus.

"In Santa Clara County, we believe it is critical to close schools and day cares as early as possible. If there is one lesson the 1918 Pandemic taught us, it's that early intervention strategies save lives. If we wait until there are actually cases in our local community, we've already lost the opportunity to delay the onset of the pandemic locally."

"If we can send children home and keep them from congregating elsewhere before we have a full blown pandemic, we'll be able save lives and reduce overall illness by spreading out the burden on the healthcare infrastructure."

Martin Fenstersheib, MD, MPH, Health Officer for the County of Santa Clara, California

Identify the district representative and backup who will maintain communications with the legal authority and with your local public health agency (if different) during the pandemic.

Primary:

Backup 1:

Backup 2:

Backup 3:

Person(s) Responsible for Closing Schools and for Activating Your School's Pandemic Emergency Plan

Specify who at the district will be responsible (with backup) for ordering the closing of schools:

Primary:

Backup 1:

Backup 2:

Backup 3:

Describe how notification will be made:

List steps for closing schools/dismissing students:

Specify who at the district will be responsible (with backup) for activating your school's pandemic emergency plan (if different from person responsible for closing schools):

Backup 1:

Backup 2:

Backup 3:

Infection Control Policies

Communicable Disease Control Policies for Students

Review communicable disease control policies for students. Do policies exist:

Yes	No		Specify where policy is located:
		For monitoring health of students?	
		For when a student becomes ill at school?	
		For sending home/transporting ill students?	
		For isolating ill students?	
		For staying home when ill, including guidelines for determining when a student can return to school (e.g., minimum of 7-10 days for influenza or until they are well and can no longer spread infection)?	
		For staying home when a member of the household is ill with the flu, including guidelines for determining when a student can return to school (e.g., minimum of 7-10 days or until the ill household member is well and can no longer spread infection)?	
		For sick leave specific to a pandemic (extended absence)?	

If response is no, add/update policy.

Communicable Disease Control Policies for District Personnel

Review communicable disease control policies for district personnel. Do policies exist:

Yes	No		Specify where policy is located:
		For when teacher/staff become ill at school?	
		For sending home/transporting ill teachers/staff?	
		For isolating ill teachers/staff?	
		For staying home when ill, including guidelines for determining when an employee can return to school (e.g., minimum of 7-10 days for influenza or until they are well and can no longer spread infection)?	
		For staying home when a member of the household is ill with the flu, including guidelines for determining when an employee can return to school (e.g., minimum of 7-10 days for influenza or until the ill household member is well and can no longer spread infection)?	
		For sick leave policies specific to a pandemic (liberal/unscheduled leave)?	

If response is no, add/update policy.

Surveillance Plan

Consult with your local public health agency to determine if your school will have a role in pandemic surveillance, such as monitoring increases in absenteeism. Indicate surveillance system, being very specific, if applicable

"Because we hope to dismiss students from school before the pandemic is entrenched in Santa Clara County, we don't anticipate a significant role in surveillance for the schools."
Martin Fenstersheib, MD, MPH, Health Officer for the County of Santa Clara, California

Emergency Communications Plan

Identify and Assess Existing Communication Channels

Are existing systems adequate for timely communications with school personnel and parents/guardians?

☐ yes ☐ no

If no, specify plans for improving communications channels/systems.

Identify the Communications Channels/Systems Your District Will Use during an Influenza Pandemic

Audiences			
Admin	Teachers/ Staff	Parents/ Guardians	Communication Channels/Systems <i>For each channel that will be used, place a check under the targeted audience. Consider identifying primary and redundant/back-up systems for each audience.</i>
			Letter
			Instant E-mail Name of Product:
			Instant voice mail/auto-dialer Name of Product:
			Phone (land line or cell phone)
			Telephone calling tree
			District Hotline
			District Web site
			School Web site
			Local Media
			Other

Identify Person(s) Responsible for Communications with the Local Public Health Agency

School Liaison to Local Health/Public Health Agency:

Back-up School Liaison:

Procedures for communicating with the Local Public Health Agency:

Identify Person(s) Responsible for Communications with the Media

School Liaison to Media

Back-up School Media Liaison:

Procedures for communicating with the media:

Identify Person(s) Responsible for Communications with School Personnel and Parents/Guardians

Responsibility	Person(s) responsible for systematic emergency communications	Back-Up Personnel (minimum 3-5)
Communications to district administration:		
Communications to district teachers and staff:		
Communications to parents/guardians:		

Communication Tools

Examples of communications are provided as tools to use during prevention, preparedness, response, and recovery. These tools include memos; letters/e-mails/Web communications that can be used/modified for instant e-mails and voicemail/auto-dialer systems; handouts; fact sheets; checklists for emergency supplies, pandemic flu supplies, and food supplies; and PowerPoint presentations.

These tools can also be posted on your district or school Web site. If pandemic influenza information is only posted on the district Web site, it is recommended that links be added to each school Web site so that families can reach the information easily. It may also be helpful to translate key messages ahead of time into the predominant languages spoken by your school community.

As you communicate with district personnel and parents/guardians, anticipate their potential fear and anxiety due to rumors and misinformation and plan communications accordingly.

Plan to Ensure Language, Cultural, and Reading Level Appropriateness in Communications

Translation Requirements

Language	District Personnel/Resources	Back-Up Resources

2.5 DEVELOP THE PANDEMIC COMPONENT OF YOUR CONTINUITY OF OPERATIONS PLAN

Influenza pandemic specific continuity of operations planning augments your school's continuity of operations plan (COOP) to ensure that your school will be able to continue operating during the pandemic. The key COOP planning issues for a pandemic are:

- *Functioning with up to 30% of school personnel/students absent during pandemic peaks,*
- *Protecting employees and students by limiting the spread of influenza, and*
- *Continuing education when schools are closed.*

For schools, continuity of operations during the pandemic, particularly during school closures, is the core of a school's pandemic emergency plan. Continued instruction during closures is important:

- *To maintain learning.*
- *To engage students in constructive activities while they are not in school and provide a constructive outlet for interaction.*
- *To provide students and families with a sense of normalcy during a crisis situation.*

Maintaining routine or normal activities during crises has been found to be a positive coping measure that assists with recovery following a crisis.

As the "heart" of the neighborhood, a school can serve as a stabilizing factor in its community during a pandemic. Aim to:

- *Establish an instructional routine and*
- *Monitor psychosocial and mental health needs.*

Communication with Education Authorities

During planning and during a pandemic it is critical to maintain communications with the County Office of Education, the State Department of Education, and the U.S. Department of Education to ensure that planning and emergency operations are aligned with guidance.

Identify district representative and backups for communicating with/monitoring Local, State and Federal guidance for pandemic planning and operations.

Primary:

Backup 1:

Backup 2:

Backup 3:

Track the following issues during planning and school closures:

- ☐ Policies/Requirements regarding pay and benefits for employees and school funding during school closures
- ☐ Federal and State Waivers that impact education, such as:
 - ☐ Requirements for number of instruction days, amount of instruction time, and length of school day
 - ☐ Graduation/promotion requirements
 - ☐ Special Education requirements
 - ☐ Standardized testing requirements and deadlines
- ☐ Laws regarding suspension of contracts
- ☐ Influenza pandemic specific policies/procedures relevant to your school
- ☐ Other _____

Track the following issues during school reopening:

- ☐ Guidance regarding assessment of student levels with respect to state academic standards when schools reopen
- ☐ Guidance for screening and referring students to mental health services
- ☐ Guidance for assessing students with special needs in reviewing, revising, or creating Individual Education Plans (IEPs)
- ☐ Process and/or funding stream to support any necessary remediation, if school was used for emergency field operations
- ☐ Other _____

Note: In the event of a severe pandemic, the U.S. Department of Education intends to allow flexibility for federal K-12 requirements and deadlines to the degree allowed under current law. In cases for which there is no legal authority to grant flexibility, the Department intends to seek authority from Congress to grant waivers. For more information, see U.S. Department of Education Pan Flu Guidance at: <http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/guidance/pan-flu-guidance.pdf>

Core Operations/Essential Functions

Part of general continuity of operations planning is to identify your district's and each school's essential functions or core operations. The school personnel needed to carry out the core operations are considered essential personnel.

Core Operations

Identify core operations that are essential and must be carried out during the pandemic. Check all that apply.

- ☐ Payroll *(Consider a direct deposit payroll program to ensure timely payroll, if not currently using one.)*
- ☐ Communications
- ☐ Technology *(During a pandemic, expect to need significant surge capacity.)*
- ☐ Finance (accounts payable and receivable)
- ☐ Purchasing
- ☐ Human Resources
- ☐ Janitorial Services
- ☐ Security
- ☐ Facility Maintenance
- ☐ Transportation
- ☐ Curriculum
- ☐ Attendance
- ☐ Food Service
- ☐ Student Support/Guidance
- ☐ Other _____

Identify operations that are important, but not essential, that your school may cancel during a pandemic:

Management of Core Operations

Management of continuity of operations/instruction during school closures will be organized as follows:

- ☐ District will use existing management system and identify 3-5 backups for key management positions
- ☐ District will use the Incident Command System and identify 3-5 backups for key management positions

Backup personnel/lines of succession for key positions is located: _____

Note: the key issue for continuity of operations during a pandemic is to have a deeper reservoir of back-up personnel for key positions.

Continuity of Management Tools:

- NIMS, ICS and Continuity of Operations Plans
 - Sample ICS for District Continuity of Operations during School Closure

Staffing

- ☐ Plan for how staff for operations that will be cancelled will be reassigned (within district or available as disaster service workers).

Preliminary staff reassignments are located: _____

- ☐ Develop a substitute pool for all levels and types of district staff.

Substitute pool is located: _____

Consider developing a roster of retired district personnel who are willing to assist the district in an emergency.

Work Policies

☐ Establish and clearly communicate pandemic-specific policies on sick leave and employee compensation.

Determine where employees will work during school closures:

☐ work at school* ☐ work at home/telecommuting ☐ combination: work at home and at school

**Instruct employees not to bring their children to the workplace if childcare cannot be arranged.*

Social distancing procedures/strategies to minimize face-to-face contact at school include:

- ☐ Meeting by phone, conference call, videoconference, e-mail
- ☐ Flexible work hours and schedules (e.g., staggered shifts) to accommodate employee childcare needs due to school/childcare closure
- ☐ Other _____

Plans to provide lessons and/or for regrouping students when teachers/staff are absent:

Procedures to ensure employee accountability (e.g., lines of supervision, management oversight and monitoring mechanisms, reporting in and out mechanisms, productivity and performance measures):

Consider a Telecommuting/Work at Home Agreement that is signed by each employee and his/her supervisor.

Employee Protection and Support

Personal Protective Equipment (PPE)

If employees will continue working at the school during the pandemic when the school is closed, consider whether personal protective equipment (e.g., masks, gloves, etc.) will be needed and provided. Consult with your local public health agency. Resources include:

- *Guidance on Preparing Workplaces for an Influenza Pandemic, available at: <http://www.osha.gov/Publications/OSHA3327pandemic.pdf>*
- *CDC Features: What You Should Know about Using Facemasks and Respirators during a Pandemic, available at <http://www.cdc.gov/features/masksrespirators/>*
- *OSHA updates on appropriate work practices and precautions to protect employees from occupational exposure to influenza virus during a pandemic, available at www.pandemicflu.gov*

Psychosocial Support and Counseling

District personnel will be affected by the pandemic like everyone else. Consult with your district's employee assistance plan to determine the following:

Employee stress and emotional well-being will be monitored in the following way:

The following mental health support services will be available for employees and their families during school closure:

Information Technology

Plan for handling the expanded use of technology that will be needed to communicate with students and parents/guardians and for employees working at home.

Information Technology (IT) Support for Working at Home:

Will employees receive computer and Internet connectivity equipment? ☐ yes ☐ no

Will employees receive IT support at home? ☐ yes ☐ no

Will district firewalls impact ability to work at home? ☐ yes ☐ no

If yes, how will district firewalls be handled?

Can district and school Internet service provider(s), Web sites, and phone systems handle anticipated surge in traffic?

☐ yes ☐ no

Plans to address needed improvements:

IT Personnel	Back-Up IT Personnel

2.6 DEVELOP THE PANDEMIC COMPONENT OF YOUR CONTINUITY OF INSTRUCTION PLAN

District Goal for Level of Continuity of Instruction

When planning for continuity of instruction, there are several levels of continuation and possible educational interventions. Begin by identifying your district's goal. When identifying the goal, consider the extent to which it ensures that students continue to receive instruction and academic credit during extended absences from school due to the pandemic.

Our district's goal for continuity of instruction during school closure is:

☐ **Exposure to Content:**

Students will be able to view content that broadly relates to content areas, such as literacy and numeracy, but no focused skill development is expected. Materials used might include, depending on the grade level, books, textbooks, workbooks, worksheets, e-mail, television (e.g., VHS, DVD, cable and satellite) and Internet content (e.g., Web sites, games).

OR

☐ **Supplemental Content:**

Students will be able to view and participate in activities that are directly related to grade-level skills, but there is no capacity for assessment or evaluation of work. Limited progress is expected. In addition to the materials listed above, more specific subject-matter could be provided through content download (e.g., using mp3 players, iPods, and cell phones) and communication by phone (e.g., conference calls, one-on-one calls).

OR

District Goal for Level of Continuity of Instruction (cont.)

☐ Partial Continuation:

Students will be able to access grade-level and subject matter content. Continued learning is possible, if instructional support, including assessment and evaluation of work, is provided through another medium. Measurable student progress is possible. Materials and instructional methods used might include all those listed in the previous paragraphs as well as synchronous online learning (e.g., chat, streaming video, instant messaging, Web conferences).

☐ Full Continuation:

Students will be able to access grade-level and subject matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all those listed above as well as asynchronous online learning with the capability for remote communication and assessment (e.g., e-mail, learning management systems).

☐ Plan to Restructure School Calendar:

Students will attend school during summer and/or other school breaks to make up missed classes during closure(s).

Primary Responsibility for Planning Instruction

Determine who will have the primary responsibility for curriculum planning and content during school closure. Check as many as apply:

- ☐ Grade-Level Curriculum developed by District
- ☐ Grade-Level Curriculum developed by Grade Level Teams
- ☐ Curriculum developed by Class Teachers

Comments:

Note: Special Education Students and Students with Special Needs are addressed below.

Plan for Instruction during School Closure

Assess Technology Capability at Home

- ☐ Survey teachers and students to identify what technology they have in their homes to support continued student learning when schools are closed (see Tools)

Home Technology Assessment Tools:

- Questionnaire to Assess Teacher Resources for Working at Home
- Questionnaire to Assess Family Resources for Students to Learn at Home

Methods for Getting Assignments

Check the methods your school will use:

- ☐ Phone Message
- ☐ E-mail
- ☐ Telephone Trees
- ☐ School/Class Web Page
- ☐ Assignment Hotline that Students Can Call-In To Get Assignments
- ☐ Other _____

Methods for Home Learning

Identify the home learning methods and strategies that your school will use during school closures. Using multiple approaches or mediums for delivering continuing educational services, such as paper, computer, and video, may be valuable for all students and may help ensure that students with disabilities receive the communications, materials and instruction they need to be successful.

Check the methods your school will use:

Methods for Introducing Written Materials

- ☐ Textbook sent home with student
- ☐ Individual lessons/worksheets (E-mail, Fax, Postal service)
- ☐ Independent Study Packets (E-mail, Fax, Postal service)
- ☐ Virtual Classrooms
- ☐ Cable Broadcasting
- ☐ Internet Curriculum
- ☐ Televised Curriculum (PBS, Cable)
- ☐ Web sites*
- ☐ Other _____

Methods for Explaining Material

- ☐ Written tips from teacher for parent/guardian/home learning helper
- ☐ Phone (individual or conference calls) support from teacher for parent/guardian/home learning helper
- ☐ Cable TV Program Developed to Support Home Learning Program
- ☐ Webcast Open Circuit or Programming Developed to Support Home Learning Program
- ☐ Existing Educational Programming
- ☐ Other _____

Methods for Discussing Material (Higher Grades)

- ☐ Conference Calls
- ☐ Chat Rooms
- ☐ Online Discussion Forums
- ☐ Other _____

Methods for Practicing Material

- ☐ Worksheets obtained through one of methods identified above and returned completed by e-mail, fax, or postal service
- ☐ Web sites* with feedback
- ☐ Other _____

Methods for Assessing/Grading Students

- ☐ Completed assignments, worksheets and essays
- ☐ Test materials obtained through one of methods identified above and returned completed by e-mail, fax, or postal service
- ☐ Web sites* for feedback and grading
- ☐ Other _____

**The following Web sites have information on Web site modifications and information technology standards that support individuals with disabilities: <http://www.w3.org/WAI/>; <http://www.access-board.gov/sec508/preamble.htm>; <http://www.dbtac.vcu.edu/>; and <http://www.ada.gov>.*

How will you continue student learning for those students without access to technology at home?
Define teachers role in monitoring activities and directing curriculum.
Identify procedures to track student accountability (e.g. expectations for frequency of contact with teacher, etc.):
Develop a preliminary class-level continuity of student learning plan for all classes/grade levels. (see Tools) <input type="checkbox"/> Completed <i>Note: By focusing on methods to continue learning and on alternative instructional strategies, teachers will be prepared to continue instruction no matter where they are in the curriculum when school closes.</i>
Continuity of Instruction Tools: <ul style="list-style-type: none"> ▪ Examples of Home Learning Methods and Alternative Instructional Strategies ▪ Class-Level Continuity of Student Learning Plan
Student Support Services <i>Schools have a responsibility to ensure equal educational opportunities for all students and are required to provide special education and related services to students with disabilities during school closures if any educational services are provided for the general student population. This includes ensuring that, to the greatest extent possible, each student with a disability receives the special education and related services identified in the student's individualized education program (IEP).</i> <i>For students with special needs who are unable to get needed support at home, it may be possible to schedule several short sessions for groups of less than six students with teachers/aids at the school site or meet with students at home (if this is a strategy used by the district). Studies suggest that childcare group size of less than six children may be associated with fewer respiratory infections. The extent that these strategies will be possible will depend on the severity of the pandemic. Check with your local public health agency to determine if this is a feasible solution for some students and the personal protective equipment (masks, gloves, etc.) that is required.</i>
Students with special needs that may impact continuity of education include: <input type="checkbox"/> Low Income Students Who Depend on School Meals <input type="checkbox"/> Special Education Students <input type="checkbox"/> Medically Fragile/Chronically Ill Students (if not already included as Special Education Students) <input type="checkbox"/> Students and Parents/Guardians Who Do Not Speak English as Their Primary Language
Nutritional Assistance Strategies for providing nutrition assistance to children who normally would receive free meals: <i>Information is available at www.fns.usda.gov under the heading 'Disaster Assistance: Pandemic Planning.'</i>
Special Education Students Strategies for Meeting Needs of Special Education Students during School Closures: <i>Add plan to student's IEP or develop a student learning plan for each student. (see Tools below)</i>

IEP Team plan for continuing work with parents and students with disabilities:

- ☐ Conduct informal or formal assessments of the student based on student and/or parent surveys and reports
- ☐ Offer advice, as needed, to ensure that students do not regress
- ☐ Other _____

Medically Fragile/Chronically Ill Students

Strategies for Meeting Needs of Medically Fragile/Chronically Ill Students during Pandemic:

- ☐ Identify students who are most vulnerable to serious illness (immune system compromised, chronic illness, etc.)
 - ☐ Review health needs of these students.
 - ☐ Encourage parents/guardians of these students to talk to their health care provider.
- Plan for providing additional support during absences and school closures.

Develop a student learning plan for each student. (see Tools below)

Strategies for Meeting Needs of Students and Parents/Guardians Who Do Not Speak English as Their Primary Language during School Closures—Meeting Multiple Language Needs:

Develop a student learning plan for each student as needed. (see Tools below)

Continuity of Instruction Tools:

- *Individual Student Continuity of Learning Plan*
- *Examples of Home Learning Methods and Alternative Instructional Strategies*

Counseling and Psychosocial Support

Person/position responsible for coordinating counseling and psychosocial support during pandemic

Coordinator:

Back-Up:

Specify how counseling and psychosocial support will be maintained during school closure (e.g., establishing relationships with particularly vulnerable students via the phone, e-mail, or regular mail).

2.7 DEVELOP YOUR RECOVERY/SCHOOL REOPENING PLAN

The recovery phase will be contingent on the event. However, there are strategies that can be defined now that will facilitate your school's recovery process. Plan for the worst and hope for the best.

Communicating the Reopening of Schools

Person responsible and method for informing district personnel:

Person responsible and method for informing students and their parents/guardians:

Plan for Reopening Schools

- ☐ Preparing facilities
- ☐ Resuming priority district/school operations
- ☐ Convening and checking-in with district personnel
- ☐ Recovery in-services for district personnel on self-care, warning signs, disaster mental health
- ☐ Identifying district personnel who will/will not be returning/need continued time off
- ☐ Identifying students who will/will not be returning/need continued time off
- ☐ Preparing for substitutes/class reassignments
- ☐ Preparing to resume food service operations
- ☐ Planning for assessment and reintegration of students with different levels of learning activities at home while school was closed
- ☐ For special education students, planning for making an individualized determination as to whether and to what extent the student's IEP needs to be changed and/or compensatory services (providing extended school year/summer services, extending the school day, providing tutoring before and after school, or providing additional services during regular school hours) are needed to help students regain skills that might have been lost during the school closure
- ☐ Other _____

Specify How You Will Welcome Students Back to School

Plan to Provide Psychosocial Support for School Personnel and Students

Role of Teachers/School Staff:

Role of Mental Health Professionals:

Mental Health Resources		
For District Personnel Only	For Students Only	For District Personnel & Students
District Employee Assistance Program		

Disaster Mental Health Resources:

CDC Emergency Preparedness and Response, Trauma and Disaster Mental Health Resources

- *Emergency Mental Health and Traumatic Stress, Tips for Teachers
The Role of Culture in Helping Children Recover from Disaster
<http://mentalhealth.samhsa.gov/cmhs/EmergencyServices/culture.asp>*
- *Emergency Mental Health and Traumatic Stress, Tips for Talking About Disasters
Tips for Teachers/For Children and Adolescents/For Adults/For Families/For Emergency and Disaster Response Workers/Español
<http://mentalhealth.samhsa.gov/cmhs/EmergencyServices/after.asp>*
- *Maintain a Healthy State of Mind
Parents and Caregivers, Middle School Students, High School Students, Adults, and Seniors
<http://emergency.cdc.gov/preparedness/mind/>*

*Psychological First Aid Field Operations Guide 2nd Edition, National Child Traumatic Stress Network and National Center for PTSD (2006) (Note: American Red Cross disaster mental health workers are trained in Psychological First Aid)
http://www.ncptsd.va.gov/ncmain/ncdocs/manuals/nc_manual_psyfirstaid.html*

*Best Practices in School Crisis Prevention and Intervention, SE Brock, PJ Lazarus & SR Jimerson (2002)
(Note: recommended in U.S. Dept. of Education's "Practical Information on Crisis Planning: A Guide for Schools and Community")
<http://www.nasponline.org/publications/booksproducts/BPCPI.aspx>*

Maintain Communication with Authorities

- ☐ Maintain communications with legal authorities for school closure/public health emergencies and with education authorities.

2.8 PLAN YOUR PANDEMIC EMERGENCY TRAINING AND EXERCISES

Training and exercising an emergency plan is the best way to improve your school's response capability. A training and exercise plan does not need to be complicated. Schools should set realistic goals, audiences and timelines.

Develop a Training and Exercise Plan

Specify the training and exercise topics that are realistic for your school.

- ☐ Overview of pandemic influenza
- ☐ Pandemic plan review for administrators, teachers, and staff, including ensuring central office functions (e.g., payroll, communications, etc.) and expected roles/actions for employees and others during plan implementation
- ☐ Pandemic plan review for parents/guardians, including what to expect and how instruction will be continued during school closure
- ☐ Strategy meetings to plan continuity of instruction
- ☐ Information technology assessment/testing re: working at home
- ☐ In-service training on disaster mental health (e.g., local Red Cross, Mental Health)
- ☐ Teacher in-service training on IT/technical skills/new technologies for continuity of instruction
- ☐ Other _____

2.9 PLAN FOR USE OF SCHOOL PERSONNEL OR FACILITIES IN A PANDEMIC OR OTHER EMERGENCY BY LOCAL EMERGENCY MANAGEMENT OR PUBLIC HEALTH

Educate District Personnel on Their Role as Disaster Service Workers

Non-essential district employees (employees that are not required for continuity of operations/instruction) may be needed to assist your local public health agency's pandemic response.

California has a Disaster Service Worker (DSW) Program that includes all public employees (e.g., public school employees). If your state does not have a similar emergency response program that includes school district employees, you can delete the DSW section of this template.

Disaster Service Worker Education Plan

This section will have to be adapted for states other than California that have DSW-type programs.

- ☐ Maintain records of school employees that have taken or subscribed to the oath or affirmation.
- ☐ Determine how schools will be notified when personnel are needed as DSWs.
Specify notification process:
- ☐ Develop district DSW procedures. Specify procedures:
- ☐ Inform district employees of the DSW role.

Disaster Service Worker Tools:

In California, all public employees are disaster service workers. Check your state's emergency legislation.

- *School Employees' Role as Disaster Service Workers*
 - *Disaster Service Worker Brochure*
 - *Disaster Service Worker PowerPoint Presentation*
 - *Communication: Disaster Service Worker Emergency Plan*

Use of School Site for Public Health Response

Some school site buildings may be used for emergency response field operations during a pandemic (e.g., as a contingency hospital, to feed vulnerable populations, etc.). Discuss this with your local public health agency and emergency management agency so that you understand what may happen and how you will be informed if your school is needed.

If a district school is needed to support emergency response, the district will be notified in the following way:

District representative responsible for ensuring that the site is prepared to function in desired capacity, that school assets are protected, and that site is 'returned to normal' when emergency use is finished:

Primary:

Backup 1:

Backup 2:

Backup 3:

Response
<i>This is the time to follow your school's pandemic emergency plan and make use of your preparations.</i>
3.1 MAINTAIN ONGOING COMMUNICATION WITH AUTHORITIES
<input type="checkbox"/> Maintain Ongoing Communication with Authority Responsible for School Closure
<input type="checkbox"/> Maintain Ongoing Communication with Education Authorities
3.2 WARNING PHASE
Actions Directed by Legal Authority
<i>Place a check next to actions legal authority directs school to take during Warning Phase.</i> <input type="checkbox"/> Social Distancing Activities <input type="checkbox"/> Minimum Days <input type="checkbox"/> No Extra-Curricular Activities <input type="checkbox"/> Other _____
Actions to Prepare for School Closure
Prepare district personnel: <input type="checkbox"/> Staff meetings to review continuity of instruction plans. <input type="checkbox"/> Other _____ Prepare students and parents/guardians: <input type="checkbox"/> Ensure students have textbooks/handouts/learning packets to take home. <input type="checkbox"/> Review how learning will continue at home with students and parents/guardians. <input type="checkbox"/> Other _____
Inform School Personnel and Parents/Guardians
Inform school personnel (including before- and after-school program staff) and parents/guardians on the following response topics: <ul style="list-style-type: none"> ▪ Preparedness Information (Reminder) ▪ Flu Symptom Recognition ▪ Limiting the Spread of Disease ▪ Social Distancing, Isolation & Quarantine (Reminder) ▪ Extra-Curricular Activities Suspended ▪ Plan for School Closing <i>Note: Communications can be repeated from previous emergency phases and be sent at this time.</i>

Warning Phase Communication Tools for School Personnel (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- ☐ Coping with The Flu PowerPoint Presentation

Communication

- ☐ #12 Recognizing Pandemic Flu Symptoms
- ☐ Other _____

Note: this may also be a time to remind school personnel and parents/guardians of previous relevant communications.

Warning Phase Communication Tools for Parents/Guardians (Place a check next to the tools you plan to use.)

PowerPoint Presentation

- ☐ Coping with The Flu PowerPoint Presentation

Communication

- ☐ #13 Limit the Spread of Disease
- ☐ #14 Extra-Curricular Activities Suspended
- ☐ Other _____

Note: this may also be a time to remind school personnel and parents/guardians of previous relevant communications.

3.3 SCHOOL CLOSURE FOR STUDENTS

Actions: (Place a check next to actions you plan to take.)

- ☐ Continuity of Operations/Instruction Plans Activated
- ☐ Other _____

Inform/Educate School Personnel and Parents/Guardians:

Inform parents/guardians on the following response topics:

- When Schools Will Close and How They Will Be Informed of the Reopening
- How Education Will Be Continued—Impact on Promotion/Graduation
- Helping Children Feel Secure
- Pandemic Home Care
- Stress Management Strategies
- Take Teaching/Learning Seriously during School Closure
- TV/Computer Time (e.g., use TV to support learning, minimize children's exposure to sensationalized news, and schedule quiet time—TV and computer off)

School Closure Phase Communication Tools for School Personnel (Place a check next to the tools you plan to use.)

- ☐ #17 Tips for Teachers for Self Care
- ☐ #18 Disaster Tips
- ☐ American Red Cross Brochure, "Home Care for Pandemic Flu," available at:
http://www.cchealth.org/topics/pandemic_flu/school_action_kit/pandemic_home_care.pdf
- ☐ Other _____

Note: Communications can be repeated from previous emergency phases and be sent at this time.

School Closure Phase Communication Tools for Parents/Guardians (Place a check next to the tools you plan to use.)

- ☐ #15 Schools Close
- ☐ #16 Helping Children Feel Secure at Home
- ☐ American Red Cross Brochure, "Home Care for Pandemic Flu," available at:
http://www.cchealth.org/topics/pandemic_flu/school_action_kit/pandemic_home_care.pdf
- ☐ Stress Management for Parents by the Center for the Study of Traumatic Stress, available at:
http://www.centerforthestudyoftraumaticstress.org/downloads/CSTS_StressMgtParents.pdf
- ☐ Other _____

Note: Communications can be repeated from previous emergency phases and be sent at this time.

3.4 INFORM DISTRICT PERSONNEL OF DSW ROLE/USE OF SCHOOL FACILITY

Check appropriate boxes below.

- ☐ School personnel are not required as disaster service workers.
- ☐ School facilities are not required for emergency response field operations during a pandemic (e.g., as a contingency hospital, to feed vulnerable populations, etc.).
- ☐ District non-essential personnel (personnel who will not be required to continue operations/instruction during school closures) are required as disaster service workers.

Process to inform district non-essential personnel where they need to report as disaster service workers:

- ☐ School facility will be used by Emergency Management/Services or Public Health for emergency response field operations during a pandemic (e.g., as a contingency hospital, to feed vulnerable populations, etc.)

Process to inform personnel that school site will be used for emergency response field operations:

Communication Tool for District Personnel: (Only use this tool if your school will be used for response. Place a check in box if tool is used.)

- ☐ School Use for Pandemic Influenza Response

Recovery

During recovery, return to learning and restore the district and school site infrastructure as quickly as possible.

The Recovery Phase is situational and contingent upon events during the school closure. If relatively few families have been impacted by the pandemic, then recovery activities can be focused on a single school and the extended family and friends.

However, if the event has created widespread loss, then everyone in the community has been touched and the recovery activities focus on a larger population. Schools can provide both the stabilizing routines in defining a “new normal” and access to necessary support services.

Note: Since pandemics typically occur in waves, schools may close two to three times and the recovery process will need to be repeated each time the schools reopen.

4.1 ACTIVATE RECOVERY PLAN

Activate Needed Components of Recovery Plan (Place a check in box if activated.)

- ☐ Plan for reopening school
- ☐ Plan to welcome students back
- ☐ Plan to provide psychosocial support for district personnel and students
- ☐ Plan for maintaining communications with Education Authorities, Legal Authority for School Closure, and your local public health agency (if not the legal authority for school closure)
- ☐ Other _____

Convene Staff (Place a check in box if action is taken.)

- ☐ Assess needs of teachers and staff
- ☐ Inform teachers and staff of available support
- ☐ Remind teachers and staff to take care of themselves so that they can effectively take care of others (As the airlines continually remind passengers, provide oxygen to yourself first before taking care of others.)
- ☐ Prepare facilities for reopening
- ☐ Other _____

Inform/Educate School Personnel and Parents/Guardians

Inform school personnel (including before- and after-school program staff) and parents/guardians on the following recovery topics:

- Reopening of School
- Dealing with Stress/Grief and Supporting Children
- Stress Management
- Resources Available for Students and Families
- Accessing Mental Health Services

Note: Communications can be repeated and communications from other emergency phases can also be sent at this time.

School Personnel and Parent/Guardian Communication Tools (Place a check next to the tools you plan to use.)

Communications for School Personnel

- ☐ #19 Tips for Elementary School Teachers for Helping Your Students
- ☐ #20 Tips for Middle School Teachers for Helping Your Students
- ☐ #21 Tips for High School Teachers for Helping Your Students

Communications for Parents/Guardians

- ☐ #22 School Reopens

Additional Communication Resources

Psychological First Aid (http://www.ncptsd.va.gov/ncmain/ncdocs/manuals/nc_manual_psyfirstaid.html)

- ☐ Connecting with Others: Seeking Social Support (for adults and adolescents)
- ☐ Connecting with Others: Giving Social Support (for adults and adolescents)
- ☐ When Terrible Things Happen (for adults and adolescents)
- ☐ Parent Tips for Helping Infants and Toddlers (for parents/caregivers)
- ☐ Parent Tips for Helping Preschool-Age Children (for parents/caregivers)
- ☐ Parent Tips for Helping School-Age Children (for parents/caregivers)
- ☐ Parent Tips for Helping Adolescents (for parents/caregivers)
- ☐ Tips for Adults (for adult survivors)
- ☐ Basic Relaxation Techniques (for adults, adolescents, and children)
- ☐ Alcohol and Drug Use after Disasters (for adults and adolescents)

CDC Emergency Preparedness and Response, Trauma and Disaster Mental Health Resources

- ☐ Emergency Mental Health and Traumatic Stress, Tips for Teachers
The Role of Culture in Helping Children Recover from Disaster
(<http://mentalhealth.samhsa.gov/cmhs/EmergencyServices/culture.asp>)
- ☐ Emergency Mental Health and Traumatic Stress, Tips for Talking About Disasters
Tips for Teachers/For Children and Adolescents/For Adults/For Families/For Emergency and Disaster Response Workers/Español (<http://mentalhealth.samhsa.gov/cmhs/EmergencyServices/after.asp>)
- ☐ Maintain a Healthy State of Mind
Parents and Caregivers, Middle School Students, High School Students, Adults, and Seniors
(<http://emergency.cdc.gov/preparedness/mind/>)
- ☐ Other _____

Note: Communications can be repeated from previous emergency phases and be sent at this time.

Maintain communication, keep parents/guardians informed during the rebuilding of the school community.

4.2 OPEN SCHOOLS—REBUILD SCHOOL COMMUNITY

Returning to School

Actions (Place a check in box if action is taken.)

- ☐ Establish routine as soon as possible.
- ☐ Continue infection prevention practices.
- ☐ Incorporate student experiences into class discussions/provide psychosocial support.
- ☐ Delay tests and projects.
- ☐ Consider establishing safe rooms where staff/students can retreat.
- ☐ Monitor staff/students for the emotional impact of the pandemic.
- ☐ Seek out staff/students who may need additional assistance and link with assistance.
- ☐ Systematically recognize administrators, teachers, staff, and mental health support staff for their efforts and contributions.
- ☐ Other _____

Long-Term Recovery

Actions (Place a check in box if action is taken.)

- ☐ Involve teachers, staff and students in rebuilding the school community.
- ☐ Stay alert for any continuing changes in behavior over days and months.
- ☐ Link district personnel and students to resources as needed.
- ☐ Prepare for remembering benchmark dates.
- ☐ Other _____

Surveillance

Since pandemics typically occur in waves, consult with your local public health agency to determine if your school will have a role in surveillance in between pandemic waves, such as monitoring increases in absenteeism. Indicate surveillance system, being very specific, if applicable.

"It's possible that we might consider asking schools to monitor and report influenza illness during the period of time between active waves of a pandemic."

Martin Fenstersheib, MD, MPH, Health Officer for the County of Santa Clara, California

4.3 EVALUATE YOUR SCHOOL'S RESPONSE

- ☐ What worked? What didn't?
- ☐ Identify lessons learned.

After Action Report is located:

- ☐ Incorporate lessons learned into your school's emergency plan and future trainings.

Pandemic Influenza Communication Tools

The Communication Tools will help you complete sections 1.1, 1.2, 2.2, 2.3, 3.2, 3.3, and 4.1 in the Pandemic Influenza Plan Template.

Communication is a critical component of pandemic influenza prevention, preparedness, response, and recovery. Under guidance from your local public health agency, schools will play a vital role in communication activities. With clear, concise and timely communication, the goal is to prevent the spread of disease and keep students, families, faculty, staff, and administrators informed about prevention, preparedness, response and recovery activities.

The Communication Tools include:

- Memos, Letters/E-mails/Web Communications and Handouts,
- Fact Sheets and Checklists, and
- PowerPoint Presentations.

Memos, Letters/E-mails/Web Communications and Handouts

The tools you will find in this section can assist you in educating and informing district personnel and families before, during, and after an influenza pandemic. Some of these tools (memos, letters/e-mails/Web communications and handouts) are also accompanied by fact sheets and emergency home supply checklists. These tools can be communicated to their intended audience(s) using e-mail, the postal service, voice messaging systems, school Web sites, and back-to-school packets.

The tools are grouped by phases of a pandemic flu:

- Prevention
- Preparedness
- Response
- Recovery.

Under each phase, the materials are presented in an order suggested for distribution. Schools may choose to use these communication tools for additional audiences, and many of these tools can be used repeatedly during a pandemic.

Fact Sheets and Checklists

The fact sheets and checklists that accompany certain communications are grouped together with the number of the communication it accompanies noted.

PowerPoint Presentations

The PowerPoint presentations have been developed to assist schools in communicating pandemic-related information in group settings. These communication tools are also grouped by phases of a pandemic flu and can be used with district personnel and with parents/guardians.

List of Memos, Letters/E-mails/Web Communications and Handouts

Prevention

- #1: Plan for a Healthy School Environment
- #2: *(Insert name of school)* Plan for a Healthy School Environment
- #3: Get Your Regular Flu Vaccine
- #4: Protect Your Family with a Regular Flu Vaccine

Preparedness

- #5: Information About Pandemic Influenza (Flu)
- #6: Your Guide to Preparing for the Pandemic Flu
- #7: Plan for Being Absent
- #8: Plan to Keep Your Family Healthy
- #9: Plan Ahead for Child Care
- #10: Emergency Home Supplies Checklists:
 - General Emergency Supplies Checklist
 - Pandemic Flu Supplies Checklist
 - Food Supplies Checklists
- #11: Information about Social Distancing and Isolation and Quarantine

Response

- #12: Recognizing Pandemic Flu Symptoms
- #13: Limit the Spread of Disease
- #14: Extra Curricular Activities Suspended
- #15: Schools Close
- #16: Helping Children Feel Secure at Home
- #17: Tips for Teachers for Self Care
- #18: Disaster Tips

Recovery

- #19: Tips for Elementary School Teachers for Helping Your Students
- #20: Tips for Middle School Teachers For Helping Your Students
- #21: Tips for High School Teachers For Helping Your Students
- #22: Schools Re-Open

List of Fact Sheets and Checklists

Fact Sheets

Pandemic Influenza (*accompanies Communication #5*)
Avian Influenza (*accompanies Communication #5*)
Your Guide to Preparing for Pandemic Flu (*serves as Communication #6*)
Social Distancing (*accompanies Communication #11*)
Isolation and Quarantine (*accompanies Communication #11*)

Checklists

General Emergency Supplies Checklist (*accompanies Communication #10*)
Pandemic Flu Supplies Checklist (*accompanies Communication #10*)
Food Supplies Checklists (*accompanies Communication #10*)

Word versions of all fact sheets and checklists are provided so that you can add local contact information and make other changes as needed to reflect your local community.

List of Pandemic Influenza PowerPoint Presentations

Prevention

Healthy Kids, Healthy Classrooms

Preparedness:

Pandemic Influenza Overview
Get Ready

Response: Coping with Flu

Phases:

- ☒ **Prevention**
- ☐ Preparedness
- ☐ Response
- ☐ Recovery

Audiences:

- ☐ Administrators
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #1

Memo: Plan for a Healthy School Environment

TO:
FROM:
DATE:
SUBJECT: Plan for a Healthy School Environment

The *name of school district* joins with the *name of local public health agency* and other school districts in encouraging all staff to take the following actions to limit the spread of germs in the classroom.

1. Display and review “Stop the Spread of Germs” and other posters in each classroom. Posters are available for downloading in multiple languages at the following CDC Web sites:

<http://www.cdc.gov/flu/protect/covercough.htm>
<http://www.cdc.gov/germstopper/materials.htm>

2. Establish healthy hygiene practices in your classroom by talking about the following with your students:

Stop germs from spreading. By doing a few simple things, we can stop the spread of germs:

- ✓ **Wash your hands often using soap and water.**
- ✓ **Cover your mouth and nose with tissue when coughing and sneezing.**
- ✓ **Throw used tissues into the trash and then wash your hands.**
- ✓ **Cough into your sleeve.**
- ✓ **Stay home if you are sick and stay away from others as much as possible.**
- ✓ **Avoid close contact with people who are sick.**
- ✓ **Do not share of food and drinks.**
- ✓ **Try not to share pens, pencils and other classroom tools.**
- ✓ **Use hand sanitizers that are available in the classroom.**
- ✓ **Clean up your desk area before leaving the classroom (take your pencils and pens, tissues, etc. with you).**

Age and subject matter appropriateness should be taken into consideration when presenting this information. Encourage students to share this information with their parents and family members.

3. Discuss with students why they should stay home if they feel ill.

4. Create teams of students to keep the classroom “germ free” by doing such things as wiping down tables and doorknobs with disinfectant wipes or disinfectant sprays and paper towels.

Insert any additional information or instructions you wish to provide.

If appropriate, request parents provide materials such as tissue and waterless hand sanitizers for the classroom or offer extra credit to students.

Phases:

- ☒ **Prevention**
- ☐ Preparedness
- ☐ Response
- ☐ Recovery

Audiences:

- ☐ Administrators
- ☐ Teachers and Staff
- ☒ **Parents/Guardians**

Communication # 2

Letter/E-mail/Web: *(Insert name of school)* Plan for a Healthy School Environment

(Date)

Dear (Parent or Legal Guardian),

Our school is joining with the *name of local public health agency* and other local school districts in taking action to limit the spread of germs in the classroom.

Your child's teacher will be encouraging the following behaviors to **Stop germs from spreading:**

- ✓ **Wash your hands often using soap and water.**
- ✓ **Cover your mouth and nose with tissue when coughing and sneezing.**
- ✓ **Throw used tissues into the trash and then wash your hands.**
- ✓ **Cough into your sleeve.**
- ✓ **Stay home if you are sick and stay away from others as much as possible.**
- ✓ **Avoid close contact with people who are sick.**
- ✓ **Do not share of food and drinks.**
- ✓ **Try not to share pens, pencils and other classroom tools.**
- ✓ **Use hand sanitizers that are available in the classroom.**
- ✓ **Clean up your desk area before leaving the classroom (take your pencils and pens, tissues, etc. with you).**

We want to keep you informed of our efforts to create a healthy school environment and appreciate your efforts to encourage these behaviors at home.

Thank you.

Phases:

- ☒ **Prevention**
- ☐ Preparedness
- ☐ Response
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #3

Memo: Get Your Regular Flu Vaccine

TO:
FROM:
DATE:
SUBJECT: **Get Your Regular Flu Vaccine**

The *name of local public health agency* encourages you to get the seasonal flu vaccine every year during the regular flu season (fall and winter). A flu vaccine is the best way to protect against the flu.

As an employee of the district, it may be beneficial for you to get a flu vaccine annually since studies show that children play an important role in introducing and transmitting flu viruses in their households and that schools serve as amplifiers for seasonal flu epidemics in the community.

It is especially important for all people at high risk for complications from the flu to get a flu vaccine. According to the Centers for Disease Control and Prevention (CDC), people at high risk include: all children from 6 months up to 5 years of age, their caregivers, and healthy household contacts (including children); pregnant women; anyone 50 years of age or older; and people of any age with certain chronic medical conditions or weakened immune systems.

Given children's role in flu transmission, the Federal Advisory Committee on Immunization Practices (ACIP) recently recommended influenza vaccination for *all* school age children (February 2008). Since ACIP recommendations are routinely adopted by the CDC, it is expected that this will soon become a CDC recommendation.

Seasonal Flu Vaccine and Pandemic Flu

Over the last few years you have heard or read information about a possible influenza pandemic. Since the pandemic has not yet occurred, and because until it does health officials won't know the exact strain of that virus, there is no vaccine for pandemic influenza at this time.

However, some research is suggesting that a seasonal flu vaccine may offer certain individuals some cross protection against a pandemic flu when it occurs, if the immune response triggered by the vaccine designed to protect against a seasonal flu virus germ also offers some protection against a germ that is a component of the pandemic flu. If this happens, getting a seasonal flu vaccine would not stop you from getting sick with the pandemic flu strain, but it may mean that if you get the pandemic flu, it would be less severe and less likely to cause death.

While there is no way to be certain that a seasonal flu vaccine will benefit you in the event of a pandemic, it is important to remember to get your seasonal flu shot in order to stay healthy now.

Phases:

- ☒ **Prevention**
- ☐ Preparedness
- ☐ Response
- ☐ Recovery

Audiences:

- ☐ Administrators
- ☐ Teachers and Staff
- ☒ **Parents/Guardians**

Communication #4

Letter/E-mail/Web: Protect Your Family with a Regular Flu Vaccine

(Date)

Dear (Parent or Legal Guardian),

The *name of local public health agency* encourages you and your family to get the seasonal flu vaccine every year during the regular flu season (fall and winter). A flu vaccine is the best way to protect against the flu.

It is especially important for all people at high risk for complications from the flu to get a flu vaccine. According to the Centers for Disease Control and Prevention (CDC), people at high risk include: all children from 6 months up to 5 years of age, their caregivers, and healthy household contacts (including children); pregnant women; anyone 50 years of age or older; and people of any age with certain chronic medical conditions or weakened immune systems.

Research has shown that children play an important role in introducing and transmitting flu viruses in their households and in the community. For this reason, it is likely that flu vaccine will be recommended by the CDC for *all* school age children in the near future.

Seasonal Flu Vaccine and Pandemic Flu

Over the last few years you have heard or read information about a possible influenza pandemic. Since the pandemic has not yet occurred, and because until it does health officials won't know the exact strain of that virus, there is not currently a vaccine for pandemic influenza.

However, some research is suggesting that a seasonal flu vaccine may offer certain individuals some cross protection against a pandemic flu when it occurs, if the immune response triggered by the vaccine designed to protect against a seasonal flu virus germ also offers some protection against a germ that is a component of the pandemic flu. If this happens, getting a seasonal flu vaccine would not stop you from getting sick with the pandemic flu strain, but it may mean that if you get the pandemic flu, it would be less severe and less likely to cause death.

While there is no way to be certain that a seasonal flu vaccine will benefit you in the event of a pandemic, it is important to remember to get your seasonal flu shot in order to stay healthy now.

Phases:

- ☐ Prevention
- ☒ **Preparedness**
- ☐ Response
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #5

Memo: Information About Pandemic Influenza (Flu)

TO:
FROM:
DATE:
SUBJECT: Information about Pandemic Influenza (Flu)

Pandemic influenza or pandemic flu is a worldwide outbreak of a new flu virus for which there is little or no immunity or protection in the human population. Scientists and health professionals are concerned that the flu virus that has been reported in birds – called avian flu - may develop into the next human pandemic. Pandemic influenza can spread easily from person-to-person, causing serious illness and death. As many as 1 in 4 people could get sick during a pandemic, with many of them seriously ill.

The *name of local public health agency* is working with other local, state and federal agencies to prepare for the possibility of pandemic flu. Communities, schools, and individuals also need to plan for pandemic flu and take action to be better prepared to respond to pandemic flu. The following information will help you understand what pandemic flu is and be better prepared.

Questions and Answers about Pandemic Flu

What is the difference between seasonal and pandemic Flu?

Influenza, also known as the flu, is a contagious respiratory disease caused by viruses. In the United States, there is a flu season that begins every fall and ends every spring. The type of flu people get during this season is called seasonal flu.

Sometimes, a new type of flu virus may emerge to which the general public has no resistance. The lack of immunity enables the virus to spread quickly and easily from person to person impacting communities around the world in a very short time, causing serious illness and death. This kind of flu is called pandemic flu.

What are the symptoms of pandemic flu?

The exact symptoms of pandemic flu are unknown until the pandemic occurs. However, the CDC notes that symptoms are expected to be similar to those of seasonal flu, which include:

- Fever
- Sore throat
- Cough
- Runny or stuffy nose
- Extreme fatigue

- Headache
- Muscle aches and pains
- Stomach problems, such as nausea, vomiting and diarrhea (more common in children)

Research suggests that it may take two to seven days to show symptoms when a person catches the flu, and the symptoms may last for up to a week.

A person infected with the flu may transmit the flu for one to two days before they have symptoms, and for five to seven days after symptoms begin.

Why the concern over pandemic flu?

Pandemic flu is more serious than seasonal flu. Most people who get seasonal flu recover within a week or two and usually do not require medical treatment. Pandemic flu is different because more people who get it might not recover, even with medical treatment, and people of every age may be at risk of serious illness or death.

Who is more at risk?

The very young, the very old and the very sick are most likely to become seriously ill from any form of the flu virus.

What about a vaccine?

Unlike seasonal flu, there is no vaccine for pandemic flu until researchers and pharmaceutical companies are able to create one, which takes time. Even if a vaccine is developed for the pandemic flu, it will be a challenge to manufacture and dispense the vaccine to everyone in a timely manner.

When will this happen? Can I do something now?

Scientists cannot accurately predict whether the avian influenza virus (H5N1) will cause the next human pandemic flu or when the next pandemic will occur.

The best way to protect yourself and others is to practice healthy hygiene to keep you well now and during a flu pandemic. Practicing these actions now will make them easier to do later. These actions include washing your hands, covering your cough, and staying home (or keeping your children home) when sick.

For further information, you can check the following Web site: *add local public health agency Web site*

Distribute with Pandemic Influenza and Avian Flu Fact Sheets

Phases:

- ☐ Prevention
- ☒ **Preparedness**
- ☐ Response
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☒ **Parents/Guardians**

Communication #6 Your Guide to Preparing for the Pandemic Flu

This tool, *Your Guide to Preparing for the Pandemic Flu*, is included with the fact sheets.

It is provided in a PDF format to show schools how Santa Clara County packaged it for distribution. Since it contains local information in several places, it is recommended that school districts use the information and personalize it for their specific areas. Clipart can be added and the layout may be changed to best suit the needs of the district. A booklet may also be created instead of a handout. Since the content is public, we only ask that a line is included that acknowledges the Santa Clara County Public Health Department for the information.

This may be an excellent tool to include in back-to-school packets.

Phases:

- ☐ Prevention
- ☒ **Preparedness**
- ☐ Response
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #7
Memo: Plan for Being Absent

TO:
FROM:
DATE:
SUBJECT: Plan for Being Absent

The *name of school district* joins with the *name of local public health agency* in encouraging all employees to take the following precautionary measures:

1. Plan ahead for family and/or personal illnesses. Plan on (##) days for the illness to run its course.
2. If ill, stay home for at least ten days. **It's Important to Not Spread the Disease.**

Our district is making plans for continuing instruction during the influenza pandemic. Talk to your supervisor and make sure you understand these plans.

Thank you again for your support.

Phases:

- ☐ Prevention
- ☒ **Preparedness**
- ☐ Response
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☒ **Parents/Guardians**

Communication #8
Letter/E-mail/Web: Plan to Keep Your Family Healthy

(Date)

Dear (Parent or Legal Guardian/District Employees),

The *name of school district* joins with the *name of local public health agency* and other school districts in encouraging all employees and school families to take the following measures to cope with the possibility of an influenza pandemic at home. Involve family, friends and neighbors in the following:

- ☐ Plan for ill individuals to remain at home.
- ☐ Develop a support system among friends and family to care for individuals who are ill.
- ☐ Implement precautions to prevent the spread of the virus (e.g. reduce social contact with others, including hand shaking, face-to-face meetings, frequent trips to shopping areas, etc.).
- ☐ Implement good hygiene among household members.
- ☐ Establish a communication system among family and friends that does not rely on meeting face-to-face.
- ☐ Keep informed by regularly checking Web sites and watching television and radio stations that provide information about how to deal with a flu pandemic. A recommended Web site is: (*insert site*).

By working together and following these simple guidelines, we can limit the spread of the disease. Thank you for your help.

Phases:

- ☐ Prevention
- ☒ **Preparedness**
- ☐ Response
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☒ **Parents/Guardians**

Communication #9
Letter/E-mail/Web: Plan Ahead for Child Care

(Date)

Dear (Parent or Legal Guardian/District Employees),

In the event of a pandemic flu, schools may be closed for 2 to 12 weeks. Additionally, your preschool childcare provider may not be available. The *name of school district* joins with the *name of local public health agency* and other school districts in encouraging anyone with young children to take the following measures:

1. Plan ahead in the event that your child's childcare, preschool or school closes.
2. Preplan alternative childcare options. This may include teaming with other parents, family members or neighbors to provide care for groups of up to six children.
3. If you come up with creative solutions, please inform *insert contact* so that we can share the ideas with others.

Thank you again for your support.

Phases:

- ☐ Prevention
- ☒ **Preparedness**
- ☐ Response
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☒ **Parents/Guardians**

Communication #10
Emergency Home Supplies Checklists:
General Emergency Supplies Checklist
Pandemic Flu Supplies Checklist
Food Supplies Checklists

Emergency Home Supplies

It's important to be prepared for any emergency such as an earthquake, fire or the pandemic flu so that you will be able to take care of yourself and/or family members without having to leave your home if necessary. It's a good idea to gradually buy items now so that you have at least two weeks of emergency supplies for each person in your home.

General Emergency Supplies Checklist

This checklist can help you plan on what type of emergency supplies you'll need and what quantities to buy for your household. It includes examples of what types of basic emergency supplies you should have on hand like a first aid kit, clean water, emergency cash, batteries, radios, flashlights, etc.

Pandemic Flu Supplies Checklist

In addition to your regular emergency supplies, additional items should be added for pandemic flu preparedness so that you are able to care for sick family members at home. This checklist can help you plan on what type of home care supplies you'll need in case of pandemic flu and what amounts to buy for your household.

Emergency Food Supplies Checklists

These checklists can be used to help you plan what food supplies you'll need and what quantities to buy for your household. It is a good idea to gradually buy items now so that you have at least a two-week supply of food for each person in your home. Checklists are grouped by category: Non-Perishable Goods, Use within One Year, Use by Expiration Date, and Comfort Foods.

These checklists are available at: *insert Web site address*

Distribute with the following Checklists:

General Emergency Supplies Checklist
Pandemic Flu Supplies Checklist
Food Supplies Checklists

Phases:

- ☐ Prevention
- ☒ **Preparedness**
- ☐ Response
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☒ **Parents/Guardians**

Communication #11

Letter/E-mail/Web: Information about Social Distancing and Isolation and Quarantine

(Date)

Dear (Parent or Legal Guardian/District Employees),

The *name of school district* joins with the *name of local public health agency* and other school districts in encouraging all district families and employees to be informed about social distancing measures and isolation and quarantine.

Social distancing and isolation and quarantine are actions that are taken by health officials to stop, slow down, or contain the spread of a highly contagious disease. Social distancing is a term applied to certain actions such as closing schools and canceling events where large groups of people come together. The (*insert title of correct person in your community*) has the legal authority to order social distancing measures and isolation and quarantine when necessary to protect our community.

Since social distancing measures will have a huge impact on our school, any order to start social distancing measures will be done in line with other local agencies such as cities, police departments and schools, as well as with state and federal partners.

The information provided in the Social Distancing and Isolation and Quarantine Fact Sheets can help you understand what you may be asked to do in the event of a severe pandemic flu. These fact sheets are available at: *insert Web site address*

Thank you again for your support.

Distribute with Social Distancing and Isolation and Quarantine Fact Sheets

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☒ **Response**
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ **Parents/Guardians**

Communication #12
Memo: Recognizing Pandemic Flu Symptoms

TO:
FROM:
DATE:
SUBJECT: Recognizing Pandemic Flu Symptoms

Below is a simple list of symptoms that will help you determine if any of your students or staff has the pandemic flu.

If you believe that someone in your classroom or at school has the pandemic flu, please send him/her immediately to the *specify office/location* for screening.

Influenza Case Definition for School/Nurse's Office Staff:

(Insert symptoms and case definition provided by Local Public Health Agency)

Thank you.

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☒ **Response**
- ☐ Recovery

Audiences:

- ☐ Administrators
- ☐ Teachers and Staff
- ☒ **Parents/Guardians**

Communication #13

Letter/E-mail/Web: Limit the Spread of Disease

(Date)

Dear (Parent or Legal Guardian),

There are ways that help prevent the spread of flu, as well as other illnesses such as colds. These illnesses are spread from person-to-person when the person who is sick coughs or sneezes. Droplets from the nose and mouth can survive on surfaces such as desks, telephones, furniture, etc.

Below is a list of things you can do around your house to limit the spread of the flu:

- ☐ Use disposable paper towels or sanitizer wipes to clean things. Don't let germs hang around on cleaning cloths or towels.
- ☐ Clean and disinfect the countertops and tables regularly—especially before and after meals.
- ☐ Clean bathroom sinks and toilet bowls regularly.
- ☐ Clean and disinfect electronic devices including: computer mouse, keyboard, telephones and cell phones, TV remotes, etc.
- ☐ Wipe down doorknobs regularly.
- ☐ Be sure that each family member uses only his/her own toothbrush.
- ☐ Replace the toothbrushes of family members who have been ill with a cold or the flu.
- ☐ Instruct all family members to wash their hands well. They should wash for as long as it takes to sing “The Happy Birthday” song TWO TIMES.
- ☐ Instruct family members NOT to use the same glasses or forks or spoons to share food.

By following these simple steps you can reduce the risk of your family members getting sick.

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☒ **Response**
- ☐ Recovery

Audiences:

- ☐ Administrators
- ☐ Teachers and Staff
- ☒ **Parents/Guardians**

Communication #14
Letter/E-mail/Web: Extra Curricular Activities Suspended

(Date)

Dear (Parent or Legal Guardian),

The *name of school district* joins with the *name of local public health agency* and other school districts in preparing for the possibility of a pandemic influenza outbreak:

Extra Curricular Activities: In order to minimize the spread of germs, all extra curricular activities are immediately suspended until further notice. This includes all activities scheduled during lunch and after school.

By taking this action, we can minimize the impact of the pandemic on our school and community.

Thank you.

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☒ **Response**
- ☐ Recovery

Audiences:

- ☒ Administrators
- ☒ Teachers and Staff
- ☒ **Parents/Guardians**

Communication #15

Letter/E-mail/Web: Schools Close

(Date)

Dear (Parent or Legal Guardian),

Local health officials have ordered the closure of all schools in our area to prevent/stop the spread of the pandemic flu.

All schools are immediately closed. Please keep your child home until further notice.

Because the flu is easily spread from person to person, children and adults should stay away from other people and groups during this time and not gather in public locations such as shopping malls, movie theaters or community centers.

Your child's school and teachers have developed plans to continue instructing students while schools are closed and will communicate with you and your child soon. This is important:

- To continue learning, and
- To maintain a sense of normalcy during the pandemic as much as possible.

Insert information on how school closure will impact promotion and graduation or when and where this information will be available.

We will contact you as soon as we have information about when school will reopen.

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☒ **Response**
- ☐ Recovery

Audiences:

- ☐ Administrators
- ☐ Teachers and Staff
- ☒ **Parents/Guardians**

Communication #16

Letter/E-mail/Web: Helping Children Feel Secure at Home

(Date)

Dear (Parent or Legal Guardian),

We are all feeling the impact of this difficult time. The following advice is adapted from *Helping Children Feel Secure During Uncertain Times* by Stanley I. Greenspan, M.D.

What can parents do to help their children feel safe?

Spend time together as a family. Children need to trust. That means they need enough time with you to feel the world is safe and he/she is protected. That begins with parents.

Express feelings. Help your children express their feelings and concerns. It will take time and patience. Listen and reflect back what they are saying. For all of us, it helps to know that someone hears what you are saying.

Provide reassurance. Children need to feel secure. The reassurance needs to be couched in realistic terms. Children will want to know what you are doing for them as a parent to make them feel protected, so it is important to go through the steps you are taking at home first. Then explain to them what the government is doing in terms they can understand. This will help children from being shocked, surprised, or confused by what changes they see.

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☒ **Response**
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #17

Handout: Tips for Teachers for Self Care

What to expect from yourself:

Disasters can stir up many different feelings and thoughts. It is normal to experience fear concerning your safety or that of a loved one, shock, disbelief, anger and guilt. Memory problems, anxiety, and/or depression are also possible after experiencing a disaster. Many caregivers can have a delayed response, which serves them well in the beginning, but then can be surprised when feelings and reactions surface weeks or months later. The more stress you are under, the less you perceive stress; the brain drug released under stress numbs the victim. Experiencing a stress response is not weak. It is a natural human reaction. How you deal with stress (attitudes and actions) can make it worse or alleviate its symptoms.

As caregivers, we often think of others before ourselves. It is important to understand that we can most effectively help our students and community when we care for ourselves first.

What you can do to care for yourself:

- *Eat healthy meals regularly* - avoid skipping meals, overeating, excess sugar, caffeine, or alcohol, drink plenty of fluids.
- *Exercise/Physical Fitness* - consistent exercise can help you work out stress, deal with anger, improve sleep and physically feel better.
- *Relaxation Exercises* - slow, deep breathing in a quiet place, progressive muscle relaxation, guided imagery and meditation.
- *Deal with overwhelming feelings* - talk to someone who will listen without judging or giving advice, write a journal of your feelings, paint, draw, write a poem, music that soothes you, make time to cry, learn about grief.
- *Coping with intense grief* - find a quiet place to do some slow, deep breathing, focus on getting through an hour at a time, prioritize what really needs to get done and let the rest go, be gentle with yourself - grieving is hard work.
- *Reach out to others* - identify relatives and friends who are sensitive and supportive, seek out people who are helping resources such as counselors and religious leaders.
- *Don't give up hope* - the ability to enjoy humor and laugh is helpful and relieves stress even in times of sadness and pain, remember that although you have no control over the loss you've experienced, you do have control over your response to it. Everyone's grief journey is unique and with some effort you will find what best helps you.
- *Recognize the signs that you may need professional help* - feeling sad, hopeless and depressed consistently, significant change in eating and sleeping habits, having hardly any energy and interest in life, withdrawing from friends and family; becoming isolated, any thought or plans of hurting yourself; seek professional help.

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☒ **Response**
- ☐ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #18
Handout: Disaster Tips

DISASTER COUNSELING SKILLS

Disaster counseling involves both listening and guiding. Survivors typically benefit from both talking about their disaster experiences and being assisted with problem-solving and referral to resources. The following section provides "nuts-and-bolts" suggestions for district personnel.

ESTABLISHING RAPPORT

Survivors respond when workers offer caring eye contact, a calm presence, and are able to listen with their hearts. Rapport refers to the feelings of interest and understanding that develop when genuine concern is shown. Conveying respect and being nonjudgmental are necessary ingredients for building rapport.

ACTIVE LISTENING

Workers listen most effectively when they take in information through their ears, eyes, and "extrasensory radar" to better understand the survivor's situation and needs. Some tips for listening are:

- Allow silence - Silence gives the survivor time to reflect and become aware of feelings. Silence can prompt the survivor to elaborate. Simply "being with" the survivor and their experience is supportive.
- Attend nonverbally - Eye contact, head nodding, caring facial expressions, and occasional "uh-huhs" let the survivor know that the worker is in tune with them.
- Paraphrase - When the worker repeats portions of what the survivor has said, understanding, interest, and empathy are conveyed. Paraphrasing also checks for accuracy, clarifies misunderstandings, and lets the survivor know that he or she is being heard. Good lead-ins are: "So you are saying that . . . " or "I have heard you say that .. "
- Reflect feelings - The worker may notice that the survivor's tone of voice or nonverbal gestures suggests anger, sadness, or fear. Possible responses are, "You sound angry, scared etc., does that fit for you?" This helps the survivor identify and articulate his or her emotions.
- Allow expression of emotions - Expressing intense emotions through tears or angry venting is an important part of healing; it often helps the survivor work through feelings so that he or she can better engage in constructive problem-solving. Workers should stay relaxed, breathe, and let the survivor know that it is OK to feel.

SOME DO'S AND DON'T'S

DO SAY:

These are normal reactions to a disaster.

It is understandable that you feel this way.

You are not going crazy.

It wasn't your fault, you did the best you could.

Things may never be the same, but they will get better, and you will feel better.

DON'T SAY:

It could have been worse.

You can always get another pet/car/house.

It's best if you just stay busy.

I know just how you feel.

You need to get on with your life.

The human desire to try to fix the survivor's painful situation or make the survivor feel better often underlies the preceding "Don't say" list. However, as a result of receiving comments such as these, the survivor may feel discounted, not understood, or more alone. It is best when workers simply listen and acknowledge the expressed feelings.

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☐ Response
- ☒ **Recovery**

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #19

Handout: Tips for Elementary School Teachers for Helping Your Students

As a teacher, you are in an excellent position to help your students following a disaster. Just as you help connect students with appropriate academic and counseling services under normal circumstances, you are in an excellent position to help your students return to school, stay in school, continue to learn, and return to their usual school-based activities after a pandemic.

What to expect from your students:

- Feelings of anxiety, fears, worries about safety of self and others (more clingy to teachers and parents).
- Increased levels of distress (whiny, irritable, more "moody").
- Changes in behavior: increased activity level, decreased concentration and/or attention, withdrawal, angry outbursts, aggression, absenteeism.
- Increased somatic complaints (e.g., headaches, stomachaches, aches and pains).
- Changes in school performance.
- Statements and questions about death and dying.

What you can do to help:

- Maintain a predictable class schedule and rules to provide support and consistency for the children.
- Listen to and tolerate your students retelling of events, as well as playing out the events. Schedule specific times for discussion and play during the school day to allow for opportunities to express their thoughts and feelings.
- Talk to your students about what is being done by the school and community to keep everyone safe from harm.
- Limit access to live television and the Internet that show disturbing scenes of the event.
- After any discussion, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or holding hands and singing a quiet song.
- Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting feelings, listening carefully, and reminding students that these are normal reactions following a scary event.
- Young children, in trying to process the events, may ask questions that may be initially shocking to adults. Try to respond in a calm manner, answering questions in simple, direct terms and helping students to transition back to their activity.
- Use simple terms to describe what happened (is happening). Avoid terms

designed to "soften" the information, which inadvertently further confuses children. For example, use "died," rather than "went to sleep."

- Students may misunderstand information about the event as they are trying to make sense of what has happened (is happening). For example, they may blame themselves, believe things happened that did not happen, etc. Gently help students develop a realistic understanding of the event.
- Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears.
- Expect some angry outbursts from the students. Try to catch students before they "act out," by taking them aside, and helping them calm down and regain control of their behavior.
- Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans.
- Encourage some distraction times, which would include doing schoolwork that does not require high levels of new learning, as well as enjoyable activities.
- Expect some brief temporary declines in the students' school performance. Consider reducing the homework as the nation heals and the national routine is stabilized.
- Provide reassurance to the students that feelings will get smaller and easier to handle over time.
- Expect and understand students' regression (acting younger) and other difficult behaviors that are not typical of the students.
- Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities.
- Remain aware of your own reactions to students' trauma.

*Compiled by Robin H. Gurwich, Ph.D., Jane F. Silovsky, Ph.D., Shelli Schultz, Ph.D.,
Michelle Kees, Ph.D., & Sarah Burlingame, B.A.
Department of Pediatrics
University of Oklahoma Health Sciences Center*

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☐ Response
- ☒ **Recovery**

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #20

Handout: Tips for Middle School Teachers for Helping Your Students

As a teacher, you are in an excellent position to help your students following a disaster.

Just as you help connect students with appropriate academic and counseling services under normal circumstances, you are in an excellent position to help your students return to school, stay in school, continue to learn, and return to their usual school-based activities after a pandemic

What to expect from your students:

- Feelings of anxiety, fears, worries about safety of self and others.
- Changes in behavior: increased activity level, decreased concentration and/or attention, withdrawal, irritability with friends, teachers, events, angry outbursts, aggression, absenteeism.
- Increased somatic complaints (e.g., headaches, stomachaches, aches and pains).
- Changes in school performance.
- Repetitive thoughts and comments about death and dying.
- Increased likelihood to discuss the gruesome details.

What you can do to help:

- Maintain a predictable class schedule and rules to provide support and consistency for the students.
- Listen to and tolerate your students retelling of events, as well as playing out the events. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings. Set limits on scary talk.
- Talk to your students about what is being done by the school and community to keep everyone safe from harm.
- Limit access to live television and the Internet that show disturbing scenes of the event.
- After any discussion, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or having a moment of quiet reflection.
- Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting feelings, listening carefully, and reminding students that these are normal reactions following a scary event.
- As students try to process the events, they may ask questions that may be initially shocking to adults. Try to respond in a calm manner, answering questions in simple, direct terms and helping students to transition back to their activity.
- Use simple terms to describe what happened (is happening). Avoid terms

- designed to "soften" the information, which inadvertently further confuses children. For example, use "died," rather than "went to sleep."
- Students may misunderstand information about the event as they are trying to make sense of what has happened (is happening). For example, they may blame themselves, believe things happened that did not happen, etc. Gently help students develop a realistic understanding of the event.
 - Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears.
 - Expect some angry outbursts from the students. Try to catch students before they "act out," by taking them aside, and helping them calm down and regain control of their behavior.
 - Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans.
 - Encourage some distraction times, which would include doing schoolwork that does not require high levels of new learning, as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.
 - Expect some brief temporary declines in the students' school performance. Consider reducing the homework and testing as the nation heals and the national routine is stabilized.
 - Provide reassurance to the students that feelings will get smaller and easier to handle over time.
 - Expect and understand students' regression (acting younger) and other difficult behaviors that are not typical of the students.
 - Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities.
 - Remain aware of your own reactions to students' trauma. It is okay to express emotions to your students, such as "I am feeling sad about what happened (is happening)." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

*Compiled by Robin H. Gurwich, Ph.D., Jane F. Silovsky, Ph.D., Shelli Schultz, Ph.D.,
Michelle Kees, Ph.D., & Sarah Burlingame, B.A.
Department of Pediatrics
University of Oklahoma Health Sciences Center*

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☐ Response
- ☒ Recovery

Audiences:

- ☒ **Administrators**
- ☒ **Teachers and Staff**
- ☐ Parents/Guardians

Communication #21**Handout: Tips for High School Teachers for Helping Your Students**

As a teacher, you are in an excellent position to help your students following a disaster.

Just as you help connect students with appropriate academic and counseling services under normal circumstances, you are in an excellent position to help your students return to school, stay in school, continue to learn, and return to their usual school-based activities after a pandemic

What to expect from your students:

- Feelings of anxiety, fears, worries about safety of self and others.
- Discomfort with feelings of vulnerability.
- Changes in behavior: increased activity level, decreased concentration and/or attention, withdrawal, irritability with friends, teachers, events, angry outbursts, aggression, absenteeism.
- Changes in school performance.
- Increased risk for substance abuse.
- Repetitive thoughts and comments about death and dying (including suicidal thoughts).

What you can do to help:

- Reinforce ideas of safety and security, even though many high school students will not verbalize fears around these issues.
- Maintain a predictable class schedule and rules to provide support and consistency for the students.
- Listen to and tolerate your students retelling of events. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings. Set limits on scary talk.
- Talk to your students about what is being done by the school and community to keep everyone safe from harm.
- Limit access to live television and the Internet that show disturbing images of the event. Discuss students' perceptions of media descriptions of events.
- After any discussion, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, or having a moment of quiet reflection.
- Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting feelings, listening carefully, and reminding students that these are normal reactions following a scary event.
- As students try to process the events, they may ask questions that may be initially shocking to adults. Try to respond in a calm manner, answering questions in simple, direct terms and helping students to transition back to their activity.
- Students may misunderstand information about the event as they are trying to

- make sense of what has happened (is happening). For example, they may blame themselves, believe things happened that did not happen, etc. Gently help students develop a realistic understanding of the event.
- Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears.
 - Expect some angry outbursts from the students. Try to catch students before they "act out," by taking them aside, and helping them calm down and regain control of their behavior.
 - Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans.
 - Encourage some distraction times, which would include doing schoolwork that does not require high levels of new learning, as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.
 - Expect some brief temporary declines in the students' school performance. Consider reducing the homework and testing as the nation heals and the national routine is stabilized.
 - Provide reassurance to the students that feelings will get smaller and easier to handle over time.
 - Expect and understand students' regression (acting younger) and other difficult behaviors that are not typical of the students.
 - Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities.
 - Remain aware of your own reactions to students' trauma. It is okay to express emotions to your students, such as "I am feeling sad about what happened (is happening)." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

*Compiled by Robin H. Gurwich, Ph.D., Jane F. Silovsky, Ph.D., Shelli Schultz, Ph.D.,
Michelle Kees, Ph.D., & Sarah Burlingame, B.A.
Department of Pediatrics
University of Oklahoma Health Sciences Center*

Phases:

- ☐ Prevention
- ☐ Preparedness
- ☐ Response
- ☒ **Recovery**

Audiences:

- ☐ Administrators
- ☐ Teachers and Staff
- ☒ **Parents/Guardians**

Communication #22
Letter/E-mail/Web: Schools Re-Open*

(Date)

Dear (Parent or Legal Guardian),

At this time, there is a reduced risk for pandemic flu and local health officials have declared that schools may re-open. Students will be allowed to return to our school on _____.

Because the flu can still be spread from person-to-person, please keep children who are sick at home. Please do not send them to school.

Local health officials are monitoring the situation, and if needed, will close schools again to protect your children's health. We will continue to keep you informed.

Thank you.

** Adapted from Contra Costa County Sample Letter To Parents: Students allowed to return to school #6*

Pandemic Influenza

Santa Clara County Preparations

The Santa Clara County Public Health Department is working with other local, state and federal agencies to respond to pandemic influenza and to maintain essential health care and community services. In fact, governments all around the world are preparing for the possibility of a flu pandemic under the leadership of the Centers for Disease Control and Prevention (CDC) and the World Health Organization.

This information is being provided to help keep you informed about the possibility of a flu pandemic. If a pandemic happens, the Santa Clara County Public Health Department will be the local agency responsible for guiding local medical response and providing health related public information.

What is Pandemic Influenza?

Influenza (flu) viruses cause infections of the respiratory tract (breathing tubes and lungs). In some people, the complications of influenza can be severe, including pneumonia.

Pandemic flu is a worldwide outbreak of a new strain of influenza virus. Because this new virus has not been seen before, most if not all people will not have any immunity (protection) against it.

How is Pandemic Flu Different from Regular, Seasonal Flu?

A pandemic flu virus has little or nothing in common with the flu viruses we get every year. A pandemic flu would be a new strain of a potentially much more serious virus and would affect many more people. While there is a vaccine for seasonal flu, there is no vaccine currently available to protect you against a new pandemic flu.

Why is Pandemic Flu So Serious?

Most or all people would not have immunity to a new pandemic flu virus. Because of this, it is likely that large numbers of people around the world would be infected. Once a pandemic flu develops, it would quickly cause illness around the world. The CDC predicts that 25% to 30% of the US population could become ill.

Can Pandemic Flu be Prevented?

It is not possible to prevent or stop a pandemic once it begins. A person infected with the pandemic flu virus can be contagious for 24 hours before symptoms begin to show and for up to 14 days after. This makes it very easy for the virus to spread quickly to large numbers of people.

Although the federal government is stockpiling medical supplies and antiviral drugs, no country in the world has enough antiviral drugs to protect all their citizens. Antiviral drugs can be used to treat severe cases as long as the virus does not become resistant to the drugs. Antiviral drugs would be given first to health care workers and first responders such as emergency services personnel, fire and police. Once a vaccine is available, vaccinations of these workers would be a priority. This would be done because these people would be called upon to contain the spread of the disease, care for and transport patients, and provide essential services.

Other strategies for slowing the spread of flu pandemic could include temporarily closing schools, sports arenas, theaters, restaurants, taverns, and other public gathering places and facilities. These actions would be taken to stop the disease from spreading further.

Why isn't there a Vaccine?

There currently is no vaccine to protect humans against a pandemic flu virus because the strain of pandemic flu virus is not yet known. However, vaccine development efforts are under way to protect humans against a pandemic flu virus that might evolve from the current bird flu in Asia.

When is an Influenza Pandemic Expected?

It is not possible to predict accurately when a pandemic flu will occur or how severe it may be. Flu pandemics occur naturally and there have been three (3) pandemics in the 20th century. The pandemic of 1918-19 was the most severe pandemic on record. More than 50 million people around the world died, including about 650,000 Americans.

Public Health Department

Santa Clara Valley Health & Hospital System



(Continued) **Pandemic Influenza**

The current outbreak of avian influenza in Asia has flu experts concerned that a pandemic is likely to happen and that it may be quite severe.

Why Does the Current Bird Flu Outbreak in Southeast Asia Pose Such a Risk?

The current bird flu outbreak in Asia, spread by wild birds to domestic chickens and ducks, is widespread. Human infections and deaths due to bird flu have occurred from direct contact with the infected chickens. The virus has not yet developed the ability to easily pass from person-to-person. If the current bird flu changes so that it infects more humans and spreads easily from person-to-person, it will likely cause a worldwide pandemic of influenza in humans.

What Can I Do to be Prepared?

By preparing for a pandemic flu you can reduce your chances of getting sick and help limit the spread of disease.

Stay informed. Keep up-to-date on a possible flu pandemic by listening to radio & television, and reading news stories about pandemic flu. Visit the Web sites provided for updated information about pandemic flu.

Stop germs from spreading. By doing a few simple things you can stop the spread of germs and viruses:

- Wash your hands often using soap and water.
- Cover your mouth and nose with tissue when coughing or sneezing. Cough or sneeze into your sleeve. Put used tissues in the trash and then wash your hands.
- Stay home when you are sick and stay away from others as much as possible.
- Keep sick children home from school.
- Avoid close contact with people who are sick.

If you have general questions about pandemic influenza, please contact the Public Health Information Line at **insert local number**. Public Health Department staff members are available to answer your questions **insert days and times**.

Web sites on Pandemic Influenza

- **Insert local Web site. Insert name of local Public Health Agency** for general information on pandemic flu.
- www.cdc.gov Centers for Disease Control and Prevention for general information about pandemic flu and other health related information.
- www.pandemicflu.gov U.S. Department of Health and Human Services for updates on national and international pandemic flu.

Public Health Department
Santa Clara Valley Health & Hospital System



Bird Flu (Avian Influenza)

What is Bird Flu

Bird flu is an infection caused by avian (bird) influenza (flu) viruses different from human flu viruses. These viruses occur naturally among birds. Wild birds worldwide carry the viruses in their intestines, but do not usually get sick. However, bird flu is very contagious among birds and can make some domesticated birds – chickens, ducks and turkeys – very sick and even kill them.

Does Bird Flu Infect Humans?

Bird flu viruses do not usually infect humans, but bird flu has been transmitted to humans primarily in Southeast Asian countries. It has not yet appeared in the United States.

How do Humans get Bird Flu?

Humans get bird flu from contact with infected birds or contaminated surfaces. Infected birds shed the virus in saliva and droppings. A person can catch bird flu when an infected chicken coughs or sneezes onto a person's face, or when a person breathes bird dropping particles.

The virus may be passed to humans by eating uncooked poultry. The virus is not passed by eating cooked meat or eggs, so there is no danger in eating fully cooked chicken, duck or turkey.

The World Health Organization is still closely monitoring whether bird flu will spread easily from person-to-person.

What are the Symptoms?

The time period between exposure to bird flu and symptoms 10 days. Symptoms may include:

- Flu-like symptoms of fever, cough, sore throat and muscle aches
- Shortness of breath
- Eye infections

Severe cases of bird flu can cause serious breathing problems including pneumonia. Bird flu can cause death.

How is Bird Flu Treated?

Treatment of people with bird flu will depend on their symptoms. Depending on how serious the symptoms, treatment may include supportive care, use of anti-viral medicines, and/or hospitalization.

Studies suggest that prescription medicines approved for human flu viruses may work in preventing bird flu in humans. However, flu viruses can become resistant to these drugs and may not always work.

Why is there so much Concern?

The risk from bird flu is generally low for most people because the virus occurs mainly in domestic and wild birds. But during an outbreak of bird flu, there is a risk to people who have close contact with infected birds or surfaces that have been contaminated.

Because influenza viruses have the ability to change, scientists are concerned that the virus will one day infect people and spread easily from person-to-person. If the virus changes itself and were able to infect people and spread, an influenza pandemic – a worldwide outbreak of the disease – could begin.

No one can predict when a pandemic might occur. Experts from around the world are watching the situation very closely and are preparing for the possibility that the virus may begin to spread more easily and widely from person-to-person.

Is There a Vaccine?

There is currently no vaccine available for humans, but a vaccine to protect birds is currently being used. However, vaccine development efforts are under way and research to test a vaccine for humans began in April 2005.

If you have general questions about bird flu, please contact the Public Health Information Line at **insert**

local phone number.

Web sites on Bird Flu

Insert local Web site. Insert name of local

Public Health Agency for general information.

www.pandemicflu.gov U.S. Department of Health and Human Services for updates.

Public Health Department

Santa Clara Valley Health & Hospital System



YOUR GUIDE TO

Preparing for Pandemic Flu

**Your safety.
That's why public health is working.**

Because of the potential for a pandemic flu, the Santa Clara County Public Health Department wants you to know more about this possible health threat. This guide includes basic information about pandemic flu, individual and family preparedness, as well as where you can get more information.

To learn more about us, visit

www.sccphd.org

or call **408-885-3980**.

Public Health Department
Santa Clara Valley Health & Hospital System



What You Should Know

Pandemic influenza (flu) is a worldwide outbreak of a new flu virus for which there is little or no immunity (protection) in the human population. Scientists and health professionals are concerned that the current virus in birds (avian flu) may develop into the next human pandemic. Pandemic flu can spread easily from person-to-person, cause serious illness and death. When new pandemic flu spreads it creates a public health emergency. This emergency will not be like anything we've faced before. A pandemic will last longer, make more people seriously ill and may cause more deaths than any other health crisis in our time.

A long-lasting and widespread outbreak of the disease could mean changes in many areas of our lives. Schools might need to temporarily close. Public transportation could be limited and air flights may be cancelled. Because so many people will be ill, many employees will not be able to go to work and many businesses and public services may have to close or limit hours.

It is very important to plan ahead. Federal, state and local governments are taking steps to better prepare for and respond to a pandemic. Individuals also need to take action to be better prepared.

ABOUT AVIAN FLU

Avian influenza (flu) is also known as bird flu. A non-human flu virus causes this infection in birds. Bird flu is very contagious among birds and can make some domesticated birds – like chickens and ducks – very sick and can kill them.

Bird flu viruses do not usually infect humans, but this latest outbreak of bird flu has infected people, mainly in Southeast Asian countries. When the illness infects people, it is very serious and over half the people sick with bird flu have died. It has not been found in birds or people in the United States (as of Winter 2006).

People get bird flu from contact with infected birds. Infected birds shed the virus in saliva and feces droppings. A person can catch bird flu when an infected chicken coughs or sneezes onto a person's face, or when a person breathes in bird dropping particles.

People may also get the virus by eating undercooked poultry. You cannot get the virus by eating properly cooked poultry or eggs so be sure your poultry is fully cooked.

If you were exposed to bird flu, you could have symptoms for up to 14 days. Symptoms usually include the flu-like symptoms of fever, cough, sore throat, muscle aches, shortness of breath and even eye infections. Serious cases of bird flu cause life-threatening breathing problems including pneumonia. It can even cause death.

Healthcare providers will treat patients depending on their symptoms. Depending on how serious the symptoms, treatment may include supportive care, use of anti-viral medicines, or even hospitalization.

Scientists and health professionals are concerned about bird flu because the current virus in birds may change and develop into a virus that will spread easily from one person to another, causing the next pandemic in humans. Because it is not possible to prevent or stop a pandemic once it begins, the pandemic flu can cause serious illness and death.

There is no vaccine for bird flu. To protect yourself against bird flu, health officials recommend you take the same steps you would to protect yourself against any other flu or cold. (See What You Can Do).



WHAT YOU CAN DO

Preparing for a pandemic flu can reduce your chances of getting sick and help limit the spread of disease.

Stay healthy by eating a balanced diet, exercising daily, getting enough rest and drinking fluids. And get your seasonal flu shot.

Stay informed by keeping up-to-date on a possible pandemic by listening to radio & television, reading news stories and checking out the web.

These common-sense steps can help stop the spread of influenza germs:

- Wash hands frequently using soap and water.
- Cover coughs and sneezes with tissues. Cough or sneeze into your sleeve. Put used tissues in the trash and then wash your hands.
- If you get sick, stay home and away from others as much as possible.
- Don't send sick children to school.
- Avoid close contact with people who are sick.

YOUR PANDEMIC FLU EMERGENCY KIT

As many as 1 in 4 people could get sick during a pandemic, with many of them seriously ill. Services and supplies we count on everyday may not be available. Every individual and family could be on their own, without care, for quite a while. This makes being prepared even more important.

Because everyday life may be different during a pandemic flu and services could be disrupted, make sure you have these items in your emergency preparedness kit.

- Two weeks worth of food for you and your family. This should be food that does not need refrigeration. Foods like canned meats and fish, beans, soups, fruits, and dry goods like flour, salt, and sugar, are good choices.
- Water stored in sealed, unbreakable containers. If water service is disrupted, plan on one gallon for each person for each day, for up to two weeks.
- Two weeks worth of prescription medicines.
- Two weeks worth of ibuprofen or acetaminophen (Tylenol) for each person in the house for fever and pain. A two-week supply of cough medicine.
- Rehydration Solution, for example Pedialyte for kids, Gatorade for adults and teens. Please see the box below for instructions to make a rehydration solution for adults and teens. For children, especially infants and toddlers, a store-bought solution is strongly recommended.
- Cell phone and charger.
- Supply of face masks and plastic gloves. These will help protect you, especially if you are taking care of family members who are sick with the disease.
- Disinfectants and chlorine bleach.

You can get more information on putting together a complete **Emergency Preparedness Plan and Kit** from the American Red Cross. Call 408.577.1000 or visit their web site at www.redcross.org.

Rehydration Solution for Adults & Teens

- 4 cups of clean water
- 2 Tablespoons of sugar
- 1/2 teaspoon of salt

Mix all the ingredients until the sugar disappears. You can drink the solution at room temperature.

Please note: Do not boil the solution because that will reduce the solution's helpfulness.



Seasonal Flu vs Pandemic Flu

There are some key differences in how seasonal flu happens and how a pandemic flu happens.

SEASONAL FLU

- ◆ Usually follows a predictable pattern, typically every year in the winter. There is usually some protection built up in a person from having the flu before.
- ◆ Healthy adults are not usually at risk for any serious complications.
- ◆ The medical community can usually meet public and patient needs.
- ◆ Vaccines are developed before the flu season, based on known virus strains.
- ◆ Supplies of antiviral drugs are usually available.
- ◆ Average number of deaths in the US is about 36,000 a year.
- ◆ Regular flu symptoms: fever, cough, runny nose, and muscle pain.
- ◆ A small impact on the community with sick people staying home from work and school.
- ◆ Small impact on US and world economy.

PANDEMIC FLU

- ◆ Doesn't happen often – only three times in the 20th century. The last time was 1968. Since this new pandemic flu hasn't been seen before, there is no or little immunity.
- ◆ Healthy people may be at risk for serious complications.
- ◆ The medical community will be overwhelmed.
- ◆ Vaccine developed early may not be effective. Once an effective vaccine is developed, it may not be available for several months.
- ◆ May not have any effective antiviral drugs or the supply may be limited.
- ◆ The number of deaths would be much higher, worldwide it could be millions.
- ◆ Symptoms would be more serious and there would be more medical complications.
- ◆ Big impact on the community. There could be travel restrictions, school closings, limited business hours or closings, and cancellation of public gatherings.
- ◆ Could have a big impact on US and world economy.

LEARN MORE

Keep up-to-date on a possible pandemic flu by listening to radio and television, and reading news stories about pandemic flu.

- > Go to www.sccphd.org for more information and Fact Sheets on Pandemic Flu, Avian Flu, and Isolation & Quarantine.
- > Go to www.cdc.gov for general information about pandemic flu and other health related information.
- > Go to www.redcross.org for all the information you will need to make your own emergency preparation plan.
- > Go to www.pandemicflu.gov for updates on national and international pandemic flu.

For Travel Information and Warnings

- > Go to www.cdc.gov/travel/destinat.htm for health related travel information.
- > Go to www.who.int/ for health related travel information and international disease outbreak information.
- > Go to http://travel.state.gov/travel/travel_1744.html for general travel warnings.



DURING A PANDEMIC FLU

Here are some things you will need to know about during a pandemic flu. Please remember, information will change during the pandemic and it will be important to keep up-to-date and follow public health orders.

PUBLIC HEALTH INSTRUCTIONS

Throughout a pandemic flu you may be asked or required to do things to help hold back the spread of the disease in our community. If local public health officials or your healthcare provider ask you to take certain actions, follow those instructions.

Here are some examples of what you may be asked or required to do.

- When you are sick, stay home. Children should not go to school if they are sick. Staying home will be absolutely necessary during a pandemic flu to limit the spread of the disease.
- Even though you may be healthy, you could be asked to stay away from gatherings of people such as sporting events, movies and festivals. During a pandemic flu, these kinds of events could be cancelled because large gatherings of people help spread the flu virus.

Isolation and Quarantine are public health actions used to contain the spread of a contagious disease. If asked, it will be important to follow Isolation and/or Quarantine instructions.

ISOLATION is for people who are already ill. When someone is isolated, they are separated from people who are healthy. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. People who are isolated can be cared for in their homes, in hospitals, or in other healthcare facilities. Isolation is usually voluntary, but local, state and federal government have the power to require the isolation of sick people to protect the public.

QUARANTINE is for people who have been exposed to the disease but are not sick. When someone is placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, they were exposed to the disease and may still become infectious and then spread the disease to others. Quarantine can help to slow or stop this from happening. States generally have the power to enforce quarantines within their borders.



Prevent the Spread of Disease at Home

If you or a household member becomes ill during a pandemic flu and are being cared for at home, follow these instructions to control the spread of disease in the home.



Isolate the ill person *WITHIN* your home.

- The person who is ill should not leave the house unless they are being taken to a medical appointment. The sick person will have to stay home for two weeks after their symptoms begin, even if they are feeling better. Do not have visitors while the person is sick.
- Designate a room(s) only for the ill person(s) so they are separated from other household members. The room(s) should have a door that can be closed.
- The ill person should wear a protective mask when anyone is in the same room or car. People in the room or car with the ill person should also wear a protective mask. Disposable gloves should be used when cleaning or disinfecting any room or area where the sick person has been.

Wash hands with soap or use alcohol-based hand rubs.

- Everyone in the household - and it is important to remind children - should wash their hands with soap between contacts with others, before preparing food, and before eating.
- Wash hands after touching tissues or surfaces soiled with saliva or nose drainage.

Keep the household environment clean.

- On a daily basis, clean surfaces and commonly shared items like microwaves, refrigerator handles, phones, remote controls, doorknobs and handles, toilet seats and handles, faucets, light switches and toys. Use a labeled household disinfectant or chlorine bleach mixture (see below).
- Store brand chlorine bleach can be used as a disinfectant by mixing 1/4 cup chlorine bleach with 1 gallon of cool water.

Cover noses and mouths when sneezing or coughing.

- Remind children and others to cover their noses and mouths with a tissue when sneezing or coughing, or to sneeze or cough into their sleeves. Put used tissues in a wastebasket, and then wash hands with soap or use an alcohol-based rub.
- Even when a person is wearing a mask, they should cough or sneeze into their sleeve.

Watch all household members for symptoms of respiratory illness.

- Contact your healthcare provider if a fever or other symptoms such as chills, cough, sore throat, headache, or muscle aches develop.

Make sure supplies are onhand.

- Keep supplies of masks, gloves, soap, tissues, paper towels and cleaning supplies on hand.
- Make sure all sinks and restrooms are stocked with soap and paper towels.
- Make sure that tissues are available in all bedrooms and common areas like living, dining, family, and computer rooms.





IMPORTANT PHONE NUMBERS

The following are numbers for non-emergency calls and can provide disaster related assistance and preparedness information.

Santa Clara County

Office of Emergency Services.....408.808.7800

Public Health Information Line.....408.885.3980

CalTrans (highway information).....1.800.427.7623

Please contact your City Government about your
Community Emergency Response Team (CERT).

Your Own Important Numbers



Write down important numbers and keep them close.
These include friends and family home and cellular numbers,
your doctor or clinic, and your children's school.

GETTING INFORMATION

Local radio and television stations, as well as a number of web sites, will provide information during a pandemic flu.

In some instances, specific emergency instructions will be broadcast by:



.....KSJO – FM 92.3

.....KQED – FM 88.5

.....KCBS – AM 740

During a pandemic flu, emergency instructions may include ways to protect your health, as well as closings of schools and businesses, and canceling events.



Where to Find Emergency Medical Care

During a pandemic flu, it will be important NOT to go to the hospital except in the case of a medical emergency. Hospitals will be overwhelmed with patients during a pandemic and many sick people may have to be cared for at home or at a non-hospital location.

HOSPITALS (denotes trauma center)

Community Hospital of Los Gatos

815 Pollard Road
Los Gatos, CA 95032-1438
408-378-6131
www.communityhospitalg.com

El Camino Hospital

2500 Grant Road
Mountain View, CA 94039-7025
650-940-7000
www.elcaminohospital.org

Good Samaritan Hospital - San Jose

2425 Samaritan Drive
San Jose, CA 95124-3997
408-559-2011
www.goodsamsj.org

Kaiser Permanente

Santa Clara Medical Center

900 Kiely Boulevard
Santa Clara, CA 95051
408-236-6400
www.kaiserpermanente.org

Kaiser Permanente

Santa Teresa Medical Center

250 Hospital Parkway
San Jose, CA 95119
408-972-7000
www.kaiserpermanente.org

O'Connor Hospital

2105 Forest Avenue
San Jose, CA 95128-1471
408-947-2500
www.oconnorhospital.org

Regional Medical Center of San Jose

225 North Jackson Avenue
San Jose, CA 95116-1603
408-259-5000
www.regionalmedicalsanjose.com

Saint Louise Regional Hospital

9400 No Name Uno
Gilroy, CA 95020-3528
408-848-2000
www.saintlouisehospital.org

Santa Clara Valley Medical Center

751 South Bascom Avenue
San Jose, CA 95128-2604
408-885-5000
www.scvmed.org

Stanford Hospital and Clinics

300 Pasteur Drive
Palo Alto, CA 94304-2299
650-723-4000
www.med.stanford.edu/sumc

Call 911 only in the event of a serious, life-threatening emergency. But remember, because a pandemic flu could be bigger than any other health emergency, 911 may be overwhelmed by the number of calls.



Social Distancing

Introduction

Social distancing is a term applied to certain actions that are taken by health officials to stop or slow down the spread of a highly contagious disease. The Health Officer has the legal authority to order social distancing measures. Since these measures will have a huge impact on our community, any action to start social distancing measures would be done in line with other local agencies such as cities, police departments and schools, as well as with state and federal partners.

The Santa Clara County Health Officer and the Public Health Department are in charge of providing the public with information about social distancing measures. This information can help you understand what you may be asked to do if the Health Officer puts social distancing measures into practice.

What are social distancing measures?

Social distancing measures are taken to limit when and where people can gather to stop or slow the spread of contagious diseases. Social distancing measures include stopping large groups of people coming together, closing buildings, and canceling events.

Why would social distancing measures be used?

Today, social distancing measures are most often thought about as a way to slow the spread of pandemic influenza. Health experts have looked at past pandemics and found that during the 1957-58 pandemic, the spread of the disease followed public get-togethers such as conferences and festivals. During the 1957-58 pandemic, the highest rates of illness were seen in school children because they are so close together in classrooms. Health experts believe that stopping groups of people from coming together will be important in slowing the spread of pandemic influenza.

Since a pandemic cannot be stopped once it has started, when pandemic influenza is first found in our area social distancing measures will be used to slow the spread of the disease. Because health experts do not know how much warning there will be, slowing the spread of the disease will give our community some extra time we need to be better prepared.

Examples of social distancing measures that would be carried out during a pandemic include:

- Closing all public and private K-12 schools and facilities, as well as all childcare centers.
- Canceling all indoor and outdoor events that get large crowds. These events include sports events, concerts, parades and festivals.
- Closing community centers, malls and theaters, as well as postponing services at all places of worship.

During a pandemic, mass transit systems may also be temporarily closed or only be used for necessary travel. Other actions that would be taken include: public and private colleges delaying classes, going to Web -based learning, and canceling all large campus meetings and gatherings; public and private libraries changing their operations and stopping people from gathering by only letting people come in to pick up books that have been reserved or requested on-line or by telephone; and businesses changing company practices, setting up flexible shift plans, having employees telecommute, and canceling any large meetings or conferences.

What other public health actions help limit the spread of disease?

Other public health actions that are used to limit the spread of a contagious disease include isolation and quarantine.

Isolation is used when a person is sick and has a contagious disease. The sick person is separated from people who are not sick. People who are isolated may be cared for in hospitals, other healthcare facilities, or in their own homes. In most cases isolation is voluntary, but federal, state and local health officials have the power to force the isolation of sick people to protect the general public's health.

When a person is placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, they were exposed to a contagious disease, may still become infectious, and then spread the disease to others. Other quarantine measures include limiting the travel of those who have been exposed to a contagious disease, and stopping people coming or going into a specific area. States have the power to put into force quarantines within their borders.

(continued)



Information about Social Distancing

Both isolation and quarantine may be used by health officials during an influenza pandemic to help slow the spread of the disease.

What can I do?

It is always important to avoid close contact with people who are sick. Health officials recommend that if you get sick, stay home and away from others as much as possible. Do not go to work sick and do not send sick children to school or day care. This will be even more important during a pandemic.

Even though it may seem simple, practicing good hygiene habits such as washing your hands and covering your cough will help stop or slow the spread of many diseases. The Santa Clara County Public Health Department Web site (www.sccphd.org) has 'Wash Your Hands' and 'Cover Your Cough' posters you can download and use.

During a pandemic, it will be critical to understand what you may be asked or required to do. It will be important to follow any social distancing instructions, or any other instructions or orders given by health officials. So please stay informed and plan ahead. The Web sites listed below can help you prepare for public health emergencies, including the possibility of pandemic influenza.

Please remember, while pandemic influenza is likely to be more serious than any other public health emergency, most people who get this disease will survive.

For health-related questions or concerns, please contact the **Insert name of Public Health Agency** at **insert local phone number.**

For more information about health issues and emergency preparedness, please visit the following Web sites:

- www.cdc.gov
- **Insert local public health agency Web site.**
- www.pandemicflu.gov
- www.redcross.org
- www.who.int



Information About

Isolation & Quarantine

Introduction

Isolation and Quarantine are two actions that can be taken by health authorities to contain the spread of a contagious disease. The goal is to stop more people from becoming ill. Isolation and quarantine are different because isolation is for people who are known to have an illness or disease, and quarantine is for people who may have been exposed to an illness or disease but are not yet sick.

The Santa Clara County Public Health Department will be the local agency responsible for providing the public with information and isolation or quarantine instructions. This information is being provided to help you understand what you may be asked to do if the Public Health Department issues isolation or quarantine orders.

Isolation: For People Who Are Sick

When people are placed in isolation, they are sick and have an infection that makes it necessary to separate them from people who are not sick. Having a sick person isolated (separated from others) can help to slow or stop the spread of disease. When isolated, illness while healthy people will have some protection from getting sick. Isolation is a standard procedure used in hospitals for patients with tuberculosis (TB) and other contagious diseases. People who are isolated may be cared for in hospitals, other healthcare facilities and in their own homes.

In most cases isolation is voluntary, but federal, state and local health officials have the power to require the isolation of sick people to protect the general public's health.

Quarantine: For People Exposed, But Who Are Not Sick

When people are placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, he or she was exposed to a contagious disease, may still become infectious and then spread the disease to others. Quarantine can help to slow or stop the spread of a contagious disease and has been effective in protecting the public from disease.

Quarantine is often voluntary, particularly when home confinement is needed. Other quarantine measures include restricting travel for those who have been exposed to a contagious disease, and restrictions on people coming or going into a specific area. States have the power to enforce quarantines within their borders.

What Other Measures Can Be Used to Limit the Spread of Disease?

Other public health measures that may be used to limit the spread of disease include canceling any event where large groups of people would gather. Some examples are school events such as basketball games, and public events like San Jose Sharks games. Another measure that may be used would be to close places such as schools, movie theaters and shopping malls temporarily. Mass transit systems may also be temporarily closed.

These measures would be used in combination with other public health activities to help limit or slow the spread of disease. These activities include increased observation for the disease, monitoring people for symptoms, quick diagnosis of the disease, providing treatment for those who become ill, and preventive treatment for people who are quarantined. Depending on the type of disease, treatment could include medications or vaccination.

(continued)

Public Health Department

Santa Clara Valley Health & Hospital System



Information about Isolation & Quarantine

Have Isolation & Quarantine Recently Been Used?

During the 2003 global SARS outbreak, patients in the United States were isolated until they were no longer contagious. These patients were able to get the appropriate medical care, and isolation helped contain the spread of SARS. Seriously ill patients were cared for in hospitals, and people with mild illness were cared for at home. People at home were asked to avoid contact with other people and to remain at home until 10 days after their fever and other respiratory symptoms had stopped.

Since there was limited transmission of the disease in the United States, quarantine was not used. The CDC advised people who may have been exposed, but didn't have symptoms, to monitor themselves for symptoms. If symptoms appeared, they were instructed to isolate themselves voluntarily at home and to get a medical evaluation. Quarantine was used effectively in other countries where there was extensive transmission of the disease.

Isolation & Quarantine have been used to contain outbreaks of tuberculosis (TB) and other contagious diseases. As mentioned above, isolation is a standard procedure used in hospitals for patients with contagious diseases.

For health-related questions or concerns, please contact the **insert name of local Public Health Agency** at **insert local phone number**.

For more information about health issues and emergency preparedness, please visit the following Web sites:

- www.cdc.gov
- **Insert local public health agency Web site.**
- www.pandemicflu.gov
- www.redcross.org
- www.who.int

Public Health Department
Santa Clara Valley Health & Hospital System



General Emergency Supplies Checklist

This checklist can be used to help you plan what emergency supplies you'll need and what quantities to buy for your household. It is a good idea to gradually buy items now so that you have at least a two-week supply of water and emergency supplies for each person in your home.

Two-Week Emergency Supply Checklist

Items	2 people	4 people	Your quantity	Check off
First aid kit and instructions	1 medium kit	1 large kit		
Emergency radio with batteries	1	1		
Lanterns, flashlights, candles	2 flashlights	4 flashlights		
Batteries	2 (12-packs)	4 (12-packs)		
Trash bags	20 bags	40 bags		
Barbeque pits, camping stove	as needed	as needed		
Lighter fluid and matches	2 containers/boxes	4 containers/boxes		
Fire extinguisher (A-B-C type)	2	2		
Manual can opener and knife	1	1		
Plastic food containers	10	20		
Zip lock bags, one-gallon size	100	200		
Paper/plastic eating utensils	100 sets	200 sets		
Warm blankets, sleeping bags	2 sets	4 sets		
Extra warm clothing and shoes	4 full sets	8 full sets		
Personal hygiene products	as needed	as needed		
Baby and/or pet supplies	as needed	as needed		
Toolkit with wrench, pliers, etc.	1	1		
Utility instructions, maps, etc.	2 copies	4 copies		
Copies of important documents	as needed	as needed		
If possible:	2 people	4 people	Your quantity	Check off
Cell phone with battery	1	1		
Emergency cash	\$200	\$400		
Number in family/group	Allow 14 gallons per person		Total water required	
	x 14 gallons		=	total gallons

Pandemic Flu Supplies Checklist

In addition to your regular emergency supplies, additional items should be added for Pandemic Flu Preparedness so that you are able to care for sick family members at home. This checklist can help you plan on what types of home care supplies you'll need in case of pandemic flu and what amounts to buy for your household. It is a good idea to gradually buy items now so that you have at least a two-week supply of home care supplies for each person in your home.

Two-Week Pandemic Flu Supply Checklist

Items	2 people	4 people	Your quantity	Check off
Thermometer	1	1		
Eye dropper	2	2		
Surgical or procedural masks	50 masks	100 masks		
Bleach	1/2 gallon	1 gallon		
Laundry detergent	1 lb	2 lbs		
Dishwashing detergent	1 bottle (250 ml)	2 bottles (500 ml)		
Soap	2 bars / 3 dispensers	4 bars / 6 dispensers		
Toilet paper	6 rolls	12 rolls		
Paper towels	4 rolls	8 rolls		
Tissues	3 boxes	6 boxes		
Alcohol-based hand sanitizer	2 (8 fl. oz) containers	4 (8 fl. oz) containers		
Drinks with electrolytes	48 (8 fl. oz) bottles	96 (8 fl. oz) bottles		
Prescription medicines	as needed	as needed		
Pain and fever medicines	1 large bottle	2 large bottles		
Cough medicines	2 bottles	4 bottles		
Liquid medicine for children	2 cups per child	2 cups per child		
Rubber gloves	1 pair	2 pairs		
Disposable gloves	100 pairs	200 pairs		
Antibacterial wipes/gel	1 box	2 boxes		

Food Supplies Checklist

This checklist can be used to help you plan what food supplies you'll need and what quantities to buy for your household. It is a good idea to gradually buy items now so that you have at least a two-week supply of food for each person in your home.

Foods That Will Not Spoil Easily

Food items	2 people	4 people	Your quantity	Check off
Flour	11 lbs	22 lbs		
Bread mix	11 lbs	22 lbs		
Sugar	1 lb	1 lb		
Salt (includes medical use)	2.5 lbs	5 lbs		
Cereal bars	28 bars	56 bars		
Milk powder	3 lbs	3 lbs		
Yeast, instant dried	3 oz	6 oz		
Corn meal	1 box	2 boxes		
Oatmeal	1 box	2 boxes		
Pasta	3 lbs	6 lbs		
Rice	2 lbs	4 lbs		
Beans/lentils	1-1.5 lbs	1-2 lbs		
Breakfast cereals	2 boxes	4 boxes		
Baking soda	1 box	1 box		

Comfort Foods

Food items	2 people	4 people	Your quantity	Check off
Chocolate and candies	as desired	as desired		
Honey	1 jar	2 jars		
Hot chocolate mix	as desired	as desired		
Fruit roll-ups and other snacks	as desired	as desired		
Packaged cookies	as desired	as desired		

Food Supplies Checklist

Foods That Last One Year

Food items	2 people	4 people	Your quantity	Check off
Canned vegetables	14 (14oz) cans	28 (14oz) cans		
Canned milk	4 (14oz) cans	8 (14 oz) cans		
Canned casseroles/meats	4 cans	8 cans		
Baked beans, spaghetti	4 (420g) cans	8 (420g) cans		
Canned soups	8 (420g) cans	16 (420g) cans		
Pasta sauce	2 jars	4 jars		
Canned fish	4 (200g) cans	8 (200g) cans		
Canned fruit	14 (400g) cans	28 (400g) cans		
Instant meals	as desired	as desired		
Instant puddings	as desired	as desired		
Dried fruit	2 lbs	4 lbs		
Dried vegetables	1 lb	2 lbs		
Soup mixes	6-8 packets	12-16 packets		

Use By Expiration Date

Food items	2 people	4 people	Your quantity	Check off
Crackers	7 packets	14 packets		
Energy bars/biscuits	4-6 packets	8-12 packets		
Nuts	2 lbs	4 lbs		
Soy milk	1 box	2 boxes		
Peanut butter	2 jars	4 jars		
Jelly	7 packets	14 packets		
Sports drinks	2 cases	4 cases		
Baby formula	as needed	as needed		
Baby food	as needed	as needed		
Pet food (if needed)	2-week supply	2-week supply		
Coffee (depends on usage)	1 medium jar	1-2 large jars		
Tea (depends on usage)	50-100 bags	100-200 bags		



PANDEMIC INFLUENZA

School Planning Toolkit



Public Health Department
Santa Clara Valley Health & Hospital System



Healthy Kids, Healthy Classrooms

Prevention



PANDEMIC INFLUENZA School Planning Toolkit

Overview

- How germs are spread.
- Tips to avoid spreading germs.

How Cold & Flu Germs Are Spread

- Through the air in droplets from sneezes and coughs.
- From hand to hand.
- From hand to eyes, nose, and mouth.
- Cold and Flu germs are present before symptoms appear.
- Prevention steps target transmission routes.

Cover Your Cough!

- Cover mouth and nose with a tissue.
- Cough or sneeze into your upper sleeve if no tissue is handy.
- Put used tissue in the waste basket.
- Wearing a surgical mask can help protect others.

Spread
the
News,
Not the
Germs !

Stop the spread of germs that make you and others sick!

Cover your Cough



Cover your mouth
and nose with a
tissue when you
cough or sneeze

or

cough or sneeze into
your upper sleeve,
not your hands.

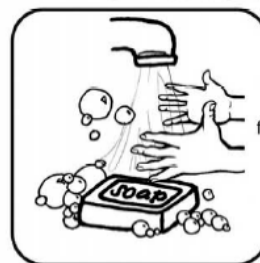


Put your used tissue in
the waste basket.



Clean your Hands

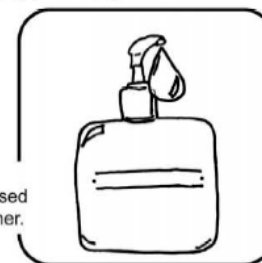
after coughing or sneezing.



Wash hands
with soap and
warm water
for 20 seconds

or

clean with
alcohol-based
hand cleaner.



Minnesota Department of Health
717 66 Eastown Street
Minneapolis, MN 55414
612-626-6414 or 1-877-476-6414
www.mnhs.org



APIC
Association for Professionals in
Infection Control and Epidemiology, Inc.

Wash Your Hands!

- Wash with liquid soap and warm water for 20 seconds after coughing or sneezing:
 - After using bathroom
 - Before touching eyes, nose, mouth
 - After touching dirty tissues
 - Before preparing food.
- Dry hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.
- Always throw paper towels into the waste paper basket.
- ***Alcohol-based hand cleaner works, too.***

Keep Clean!

- Disinfect door knobs, switches, handles, and other surfaces.
- Wash cleaning cloths in hot water.
- Throw paper towels into waste paper basket.

Healthy Classrooms

- Sanitize hands regularly.
 - Wash with soap and water if there is visible dirt.
- Separate desks to minimize contact with airborne germs.
- Minimize sharing of materials..
- Sanitize desks regularly.

Payoff: fewer absences, better learning, more ADA.





PANDEMIC INFLUENZA

School Planning Toolkit



Public Health Department
Santa Clara Valley Health & Hospital System



Pandemic Influenza Overview



PANDEMIC INFLUENZA School Planning Toolkit

Why the Concern About Pandemic Influenza?

- o Influenza pandemics are inevitable; naturally recur at more-or-less cyclical intervals every 30-40 years
- o Current bird flu strain has great potential to become next human influenza pandemic
- o There will be little warning



Flu Terms Defined

- **Seasonal (or common) flu:** a respiratory illness transmitted person to person
- **Avian (or bird) flu:** caused by viruses that occur in wild birds. One type can be transmitted from domestic birds to humans
- **Pandemic flu:** new influenza virus causes a global outbreak or pandemic, of serious illness. The disease can spread easily from person to person
- **Currently, there is no pandemic flu**

Influenza Virus

- o **Transmission:** via close contact via large droplets i.e., coughing, sneezing, talking



- o **Incubation:** 1-4 days (average 2 days)
- o **Communicability:** 3-8 days
(1 day before to 3-7 days after symptoms)

Seasonal Influenza

- Influenza illness:
 - Vaccine is available
 - Seen in the winter months
- 37,000 die nationally from flu-related illnesses, usually from pneumonia

GET YOUR SEASONAL FLU VACCINE!

Avian Influenza

- Literally “bird flu,” a non-human virus that causes illness in birds
- Very contagious among birds. Wild birds ‘carry’ the virus and infect domesticated birds
- Does not usually infect people. However, people can get bird flu from close contact with infected birds
- Hasn’t been able to effectively pass from person-to-person



Pandemic Influenza

- New influenza strain, to which human population has no or little immunity
- Efficient human-to-human transmission
- Pandemic literally means *Global Spread*



Pandemic Cycle

- o Occurs in several waves
- o Each wave may be weaker than last
- o Waves may recur for up to two years

How a Pandemic is Monitored

Pandemic Influenza Classification System to Guide Planning and Response			
WHO Pandemic Phases		U.S. Federal Response Stages	
Inter-Pandemic Period New virus in animals, no human cases			
1	Low risk of human cases	0	New domestic animal outbreak in at-risk country
2	Higher risk of human cases		
Pandemic Alert New virus causes human cases			
3	No or very limited human-to-human transmission	0	New domestic animal outbreak in at-risk country
4	Evidence of increased human-to-human transmission	1	Suspected human outbreak overseas
5	Evidence of significant human-to-human transmission	2	Confirmed human outbreak overseas
Pandemic			
6	Efficient and sustained human-to-human transmission	3	Widespread human outbreaks in multiple locations overseas
		4	First human case in North America
		5	Spread throughout United States
		6	Recovery and preparation for subsequent waves

Not A Typical Health Emergency

- All segments of population affected including healthcare and essential service workers, first responders, and other - may be up to 30% absenteeism during peaks
- Simultaneous, rapid spread of disease worldwide
- Significant economic and social consequences
- Limited or no assistance from State and Federal governments



Pandemic Response Goals

U.S. goals for pandemic response are to:

- Limit the spread of a pandemic
- Mitigate disease, suffering, and death
- Sustain infrastructure and lessen the impact on the economy and the functioning of society

Primary Interventions

Pharmaceutical Interventions:

- Vaccine - not likely to be available at the beginning of pandemic
- Antiviral medication- may be in short-supply or may not be effective against new influenza virus
- Antibiotic - not effective against a virus
- Non-Pharmaceutical Interventions (NPIs) that reduce contact between people may be the only measures available in the early stages of a pandemic

Primary Interventions (cont.)

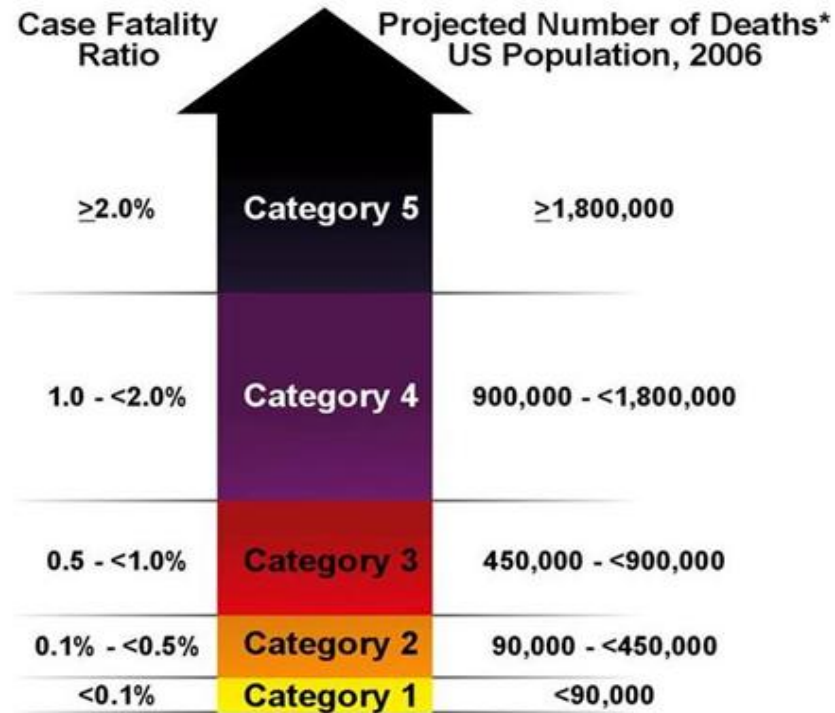
Non-Pharmaceutical Interventions:

- Isolation and treatment
- Home quarantine of ill family members
- **School/child social distancing (e.g., school closure)**
- Workplace/community social distancing

Use of Non-Pharmaceutical Interventions

- The severity of the pandemic will drive the use of non-pharmaceutical interventions
- Severity will be determined by Pandemic Severity Index developed by the Centers for Disease Control and Prevention (CDC)

Pandemic Severity Index



*Assumes 30% illness rate
and unmitigated pandemic
without interventions

CDC Guidance for School Closure

Federal Response Stage	Social Distancing Measures
1	No school closure/reduction in out-of-school contacts
2 and 3	Short-term (up to 4 weeks) school closure/reduction in out-of-school contacts
4 and 5	Prolonged (up to 12 weeks) school closure/reduction in out-of-school contacts

State Guidance

- *Insert Your State Guidance if different from CDC guidance!*

Who Determines School Closure?

- The legal authority in our community for school closures during pandemic influenza *(specify who this is)* will be the person that determines the selection and timing of non-pharmaceutical interventions in your community—one of which is when and for how long schools will close.

What's Been Learned from History?

- Early use of multiple non-pharmaceutical interventions reduces peak and overall death rates*
- Planning in advance is required if these strategies are to be implemented in a timely and coordinated fashion during a severe or worst-case scenario pandemic

* *Interim Pre-Pandemic Planning Guidance: Community Strategy for Pandemic Influenza Mitigation in the United States—Early Targeted Use of Non-pharmaceutical Interventions* (CDC 2007)

U.S. Department of Education

- Build on local emergency crisis plans by integrating specific pandemic influenza measures

Be prepared!

Our School Planning Aligns with Sequence of Crisis Management

- **Prevention** (addresses what schools and districts can do to prevent and limit the spread of disease)
- **Preparedness** (focuses on planning for a worst-case scenario pandemic influenza)
- **Response** (specifies the steps to take during an influenza pandemic)
- **Recovery** (deals with how to restore the learning and teaching environment after the pandemic)

School Actions

Aligned with Sequence of Crisis Management

- o **Prevention:** Schools Open
- o **Preparedness:** Schools plan for closure
- o **Response:** Warning (if possible) and schools close for 2 to 12 weeks
- o **Recovery:** Schools reopen and continue prevention measures.

Since pandemics occur in waves, schools may be closed more than once and there is likely to be more than one recovery phase

Prevention: Schools Open

- **Normal school activities with:**
 - Prevention information for district personnel and families
 - Prevention curricula and activities for students

Prevention: What Schools Can Do to Limit the Spread of Disease

- Emphasize that sick students, teachers and other workers stay at home when ill.
- If a potentially ill person is at school, limit contact whenever possible, isolate ill person until they can go home.
- Promote good hand-hygiene and cough etiquette.
- Make sure supplies are on hand.
- Routine environmental cleaning.

Preparedness: Schools Open and Planning for Closure

- School and home preparedness activities
- Plan for Continuity of Operations
- Plan for Continuity of Instruction
- Prepare for providing emotional support for students
- Practice plans

Preparedness: What Schools Can Do to Prepare for School Closure

- Inform district personnel and families on how to prepare for a pandemic and what to expect.
- Establish infection control policies and procedures.
- Develop communications plan for staff, students and families.
- Plan for maintaining district core operations.
- Plan for continuing student learning during school closure.
- Prepare for providing emotional support for students.
- Plan for recovery when schools reopen.
- Coordinate with community partners and external organizations.

Response:

Schools Close for 2 to 12 Weeks

- Warning: prepare to close school.
 - A warning of up to 2 weeks will be given, if possible.

- Schools are closed
 - Implement Continuity of Operations
 - Implement Continuity of Instruction Plan

Recovery: Schools Reopen

- Activate recovery plan.
 - Welcome students back to school
 - Establish routines
 - Begin psychosocial recovery activities
 - Maintain communication with families

- Return to a “new normal”

Questions and Discussion

- How you can be prepared
- How you can help



PANDEMIC INFLUENZA

School Planning Toolkit



Public Health Department
Santa Clara Valley Health & Hospital System



Get Ready!

Preparedness



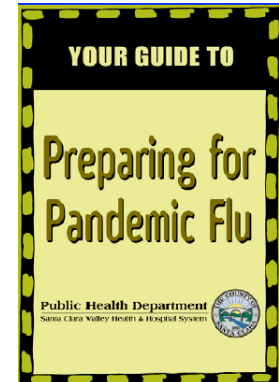
PANDEMIC INFLUENZA School Planning Toolkit

Overview

- How germs are spread.
- Tips to avoid spreading germs and prepare your family.
- Supplies.
- Get your GUIDE at:

[http://sccphd.org/SCC/docs/Public Health Department \(DEP\)/attachments/PHPandemicEng.pdf](http://sccphd.org/SCC/docs/Public%20Health%20Department%20(DEP)/attachments/PHPandemicEng.pdf)

Change this to a local resource!



How Flu Germs Are Spread

- Through the air in droplets from sneezes and coughs.
- From hand to hand.
- From hand to eyes, nose, and mouth.
- Flu germs are present before symptoms appear.
- Prevention steps target transmission routes.

Social Distancing to Avoid Germs

- Stay at least three feet away from people who are sick.
- Avoid places where large groups gather, like theaters or malls.
- Avoid shaking hands. Air kisses are definitely out!
- People will be ill before symptoms appear...so keep your distance.



Cover Your Cough!

- Cover mouth and nose with a tissue.
- Cough or sneeze into your upper sleeve if no tissue is handy.
- Put used tissue in the waste basket.
- Wearing a surgical mask can help protect others.

Spread
the
News,
Not the
Germs !

Stop the spread of germs that make you and others sick!

Cover your Cough



Cover your mouth
and nose with a
tissue when you
cough or sneeze

or

cough or sneeze into
your upper sleeve,
not your hands.

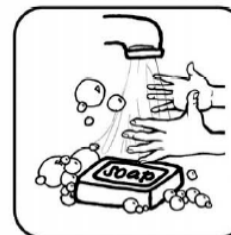


Put your used tissue in
the waste basket.



Clean your Hands

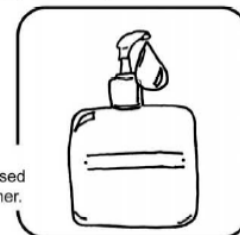
after coughing or sneezing.



Wash hands
with soap and
warm water
for 20 seconds

or

clean with
alcohol-based
hand cleaner.



Minnesota Department of Health
117 88 Delaware Street
Minneapolis, MN 55434
612-676-5414 or 1-877-676-5414
www.health.state.mn.us



Minnesota
Allergies
Respiratory
Disease
Prevention

APIC
ADVANCED PRACTICE CENTERS
NATION-LEADING IN THE FIGHT AGAINST GERMS



Wash Your Hands!

- Wash with liquid soap and warm water for 20 seconds after coughing or sneezing:
 - After using bathroom
 - Before touching eyes, nose, mouth
 - After touching dirty tissues
 - Before preparing food.
- Dry hands thoroughly with a paper towel and use it to turn off the faucet. A shared towel will spread germs.
- Always throw paper towels into the waste paper basket.
- ***Alcohol-based hand cleaner works, too.***

Keep Clean!

- Disinfect door knobs, switches, handles, and other surfaces.
- Wash cleaning cloths in hot water.
- Throw paper towels into waste paper basket.
- Disinfectant = 1 gallon water mixed with $\frac{1}{4}$ cup bleach.
 - Mix fresh batch every time you use it.



Healthy habits help keep your family well.

Emergency Supplies

- Two weeks worth of food for each family member.
- One gallon water per day per family member.
- Two weeks worth of medicine:
 - Tylenol and cough medicine
 - Prescription medicines.
- Rehydration solution.
- Tissues, paper towels, face masks and plastic gloves.
- Disinfectants and chlorine bleach.
- Cell phone and charger.





PANDEMIC INFLUENZA

School Planning Toolkit



Public Health Department
Santa Clara Valley Health & Hospital System



Coping With Flu

Symptoms and Care



PANDEMIC INFLUENZA School Planning Toolkit

Overview



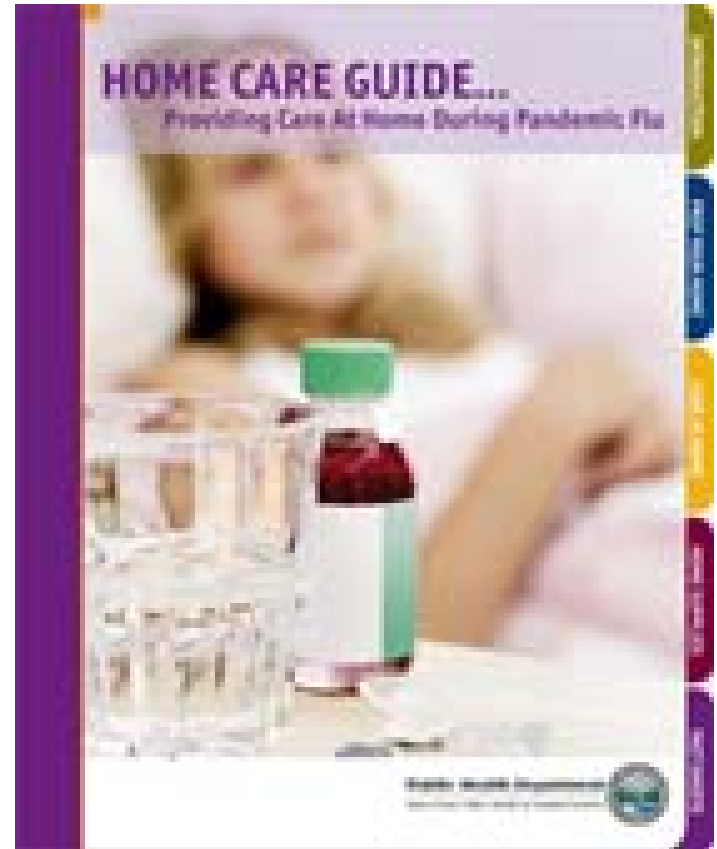
- Flu Symptoms
- Giving Care
- Preventing Spread of Disease at Home
- Supplies

Home Care Guide

- Introduction
- Prep Your Home
- Care at Home
- Home Supplies
- Fact Sheets

Provided by:

***Insert name of local
public health agency
and its web address***



Flu Symptoms

- Fever of 101.5° degrees Fahrenheit or higher
- AND ONE OF THE FOLLOWING
 - Cough
 - Sore throat
 - Headache
 - Muscle ache
- Stay at home for at least 10 days to recover and prevent spread of disease

*Note: These are typical symptoms of seasonal flu.
Symptoms of the pandemic may differ when it occurs.*

PROVIDING CARE AT HOME

Caring for Someone with Flu

- Keep ill person resting at home!
- Contact a doctor immediately
- Isolate ill person in room with door closed
- Offer plenty of liquids, including
 - Pedialyte
 - Gatorade
 - Other rehydration solution
- Offer Tylenol for fever and body aches
ANTIBIOTICS WILL NOT CURE FLU
- Antiviral medications may be of some use

Care Giving Prevention Measures

- The ill person should wear a mask when others are in the room
- Wear a mask when giving care
- Wear gloves when cleaning an area where the ill person has been
- Wash hands before and after giving care or handling the ill person's belongings

PREPARING YOUR HOME



Preventing Spread of Disease at Home

- Clean surfaces and shared items daily with disinfectant
 - Doorknobs, refrigerator and cabinet handles
 - Faucets, light switches, phones, TV remotes, keyboards, toys
 - Toilet seats and handles
- 1/4 cup chlorine bleach mixed with 1 gallon water makes a disinfectant



HOME CARE SUPPLIES

Supplies to Keep On Hand

- Cleaning supplies
 - Soap, bleach or other disinfectant
 - Paper towels, plastic bags
 - Plastic bag lined waste baskets
- Caregiver supplies
 - Tylenol (acetaminophen) or other non-aspirin pain reliever
 - Tissues
 - Masks, disposable gloves

Preventive Health Information Tools Prevention

The Preventive Health Information Tools will help you complete section 1.3 of the Pandemic Influenza Plan Template.

Schools play a key role in the dissemination of preventive health information to students. Beginning in preschool and across the K-12 curriculum, schools should plan to implement lessons that teach preventive health behaviors and provide opportunities for students to practice those behaviors.

Pandemic influenza curriculum may stand alone or be integrated across the curriculum.

- A lesson on germs could be integrated into a life science unit in the elementary, middle, or high school level.
- A high school lesson on pandemic influenza might include an English class essay assignment to summarize learning and/or identify implications for a community or a history class essay summarizing the history of pandemics.
- A middle school lesson on the potential number of people sick from a pandemic could integrate an estimation lesson in an 8th grade math class.
- A middle or high school visual or performing arts lesson on communication could include creating mock radio and TV ads to inform the public or creation of skits to address possible rumor scenarios.

The following tools are provided to assist you in disseminating preventive health information to students:

- Overview of Prevention Lesson Plans Organized by Grade Level
- Two Sample Prevention Lesson Plans.

As learning experts, teachers are best equipped to evaluate the usefulness of available preventive health lesson plans and select appropriate lesson plans for their classes.

Overview of Prevention Lesson Plans Organized by Grade Level

There are several lesson plan resources available to teachers. Most available lesson plans focus on preventive health behaviors including:

- Handwashing
- Respiratory hygiene
- Cleaning, sanitizing and disinfecting.

Other lesson plans focus on the influenza virus including

- understanding germs and how they are spread
- understanding the flu

- understanding the difference between a cold and the flu
- understanding the difference between avian and pandemic flu.

The table that follows presents an annotated listing of curricula relevant to pandemic influenza, organized by grade level. Schools may choose to access and use any of these resources or create their own.

Overview of Prevention Lesson Plans Organized by Grade Level			
Grade Level	Lesson Plan Title and Web Site	Type of Lesson	Description
Pre-K	CLEANING AND DISINFECTION IN A CHILD CARE SETTING http://wwwa.co.hennepin.mn.us/files/HCIternet/Static%20Files/100615249s2aclean.pdf	Tip Sheets	Tips on cleaning, sanitizing, and disinfecting in a children care setting (Hennepin County Community Health Department, MN)
Pre-K	DIAPERING http://www.co.hennepin.mn.us/files/HCIternet/Static%20Files/100617866s2gDIAPER.pdf	Tip Sheets	Tips on how to prevent the spread of infectious organisms when diapering babies (MN Child Care Health Consultants Group)
Pre-K	PROTECTING AGAINST INFLUENZA: ADVICE FOR CAREGIVERS OF CHILDREN LESS THAN 2 YEARS OLD http://www.co.stearns.mn.us/Pandemic/infantcare.pdf	Tip Sheets	Guidance on how to protect young children from influenza (CDC)
Pre-K-K	WASH YOUR HANDS http://www.dhs.ca.gov/ps/dcdc/izgroup/shared/education/wyh.htm	Teaching Exercise	Handwashing activities including a holiday jingle in English and Spanish, a fun Santa clip, and a lesson plan (CA Dept Health Services)
Pre-K – K	HAPPY TO BE HEALTHY http://www.flufacts.com/pdf/Activities-PreK-K.pdf	Teaching Exercises	Activity for students to learn about the flu and staying healthy (Roche Laboratories)
Pre-K-grade 1	HANDWASHING: PREVENT DISEASE AND OUTBREAK INTERVENTION http://www.health.state.mn.us/handhygiene/curricula/curriculumyoung.pdf	Teaching Exercises	Curriculum to teach children about germs (Minnesota Department of Health)
Pre-K-grade 2	GLITTER GERMS http://www.atozteacherstuff.com/pages/334.shtml	Teaching Exercises	Learning about germs and the importance of washing hands (Terry Sayre, A to Z Teacher Stuff)
Pre-K-grade 2	HOW TO WHACK THE FLU http://www.dhs.ca.gov/dcdc/izgroup/ReadyCASchools/preschool/preschoolprevention.htm	Skits	Skit for 2 adults and skit for 3 adults (including high school or university students) to teach hand and respiratory hygiene; includes a sticker, a poster, and a brochure to send how with kids (City of Berkeley)
Pre-K-grade 3	HENRY THE HAND SCHOOL KIT http://www.henrythehand.com/	Skits	Skit for 2 adults to teach students about germs; includes links to <i>Henry the Hand</i> video, theme song and <i>Doing the Handwash</i> song (Henry the Hand Foundation)
Pre-K-grade 3	GEL-MO ON THE GO http://www.scrubclub.org/assets/pdf/gelmo_storybook.pdf	Teaching Exercises	Storybook to teach children how to properly wash their hands (NSF International)
Pre-K-grade 3	SQUID SOAP http://www.squidsoap.com/	Teaching Exercises	Description of special soap for teaching handwashing (Squid Soap)
Pre-K-grade 4	DID YOU WASH 'EM http://www.kdheks.gov/wash_em/teach_modu	Teaching Exercises	Teaching module and scientifically based teaching activities to teach disease prevention through

Overview of Prevention Lesson Plans Organized by Grade Level			
Grade Level	Lesson Plan Title and Web Site	Type of Lesson	Description
	le/wash_em_teachers_module.pdf		handwashing. Use order form to purchase collateral materials (Kansas Department of Health and Environment)
K-grade 8	INFECTION, PROTECTION, DETECTION http://www.amnh.org/nationalcenter/infection/index.html	Teaching Exercises	Online interactive resources on microbes, bacteria, and spread of infection (American Museum of Natural History)
K-grade 8	GERM EXPERIMENT http://www.education-world.com/a_lesson/00-2/lp2189.shtml	Teaching Exercises	Students observe growth of germs on three germ-covered potato slices and one controlled slice (Gary Hopkins, Education World)
K-grade 12	GREAT IDEAS FOR HAND WASHING EDUCATORS http://www.kdheks.gov/wash_em/ideasforeducators.html	Teaching Exercises	Ideas on how to spread awareness on handwashing and illness prevention. (Kansas Department of Health and Environment)
K-grade 12	THE SNEEZE: HOW GERMS ARE SPREAD http://www.californiahealthykids.org/c/@3j8JdyynvN14P./Pages/product.html?record@R1830	Videos	Ordering information for video that explains how germs are spread and the importance of handwashing (California Healthy Kids Resource Center)
Grade 6-grade 12	HANDWASHING LABORATORY ACTIVITIES http://www.accessexcellence.org/AE/AEC/CC/hand_activity.php	Teaching Exercises	Lab experiment that teaches students about germs on their hands (National Health Museum)
Grade 6-adult	HANDWASHING PROJECT IDEAS FOR STUDENTS http://www.health.state.mn.us/handhygiene/curricula/projectideas.html	Teaching Exercises	Activities and project ideas for students; includes ideas for community outreach (MN Department of Health)
Grade 7-adult	FLU BUG U 30-SECOND and 60-SECOND VIDEO PSA http://www.kdheks.gov/flu/FluBugU.htm	Videos	Video that teaches how to prevent the flu. Video includes script (Kansas Dept of Health and Environment)
High School	UNDERSTANDING AVIAN FLU http://www.csrees.usda.gov/avianlessonplan.pdf	Teaching Exercises	Lesson plan for teaching high school biology students about avian influenza, specifically highly pathogenic H5NI (USDA)
High School	AVIAN AND PANDEMIC FLU http://www.pbs.org/newshour/extra/teachers/lessonplans/health/birdflu.html	Teaching Exercises	Lesson plan on avian and pandemic flu for science teachers (PBS)
High School and Adults	EMERGING AND REIMERGING INFECTION DISEASES http://science.education.nih.gov/supplements/nih1/diseases/default.htm	Teaching Exercises	NIH Curriculum supplemental materials for grades 9-12. Includes teacher's guide with lesson plans and Web activities for students (NIH)
High School and Adults	AVIAN VS. PANDEMIC FLU http://www.lapublichealth.org/acd/AvianFlu.htm	Videos	Video that explains the differences between avian and pandemic flu (County of Los Angeles Public Health)
High School and Adults	THE FLU VS. THE COLD http://www.lapublichealth.org/acd/flu.htm	Videos	Video that explains the differences between the cold and flu (County of Los Angeles Public Health)

Overview of Prevention Lesson Plans Organized by Grade Level			
Grade Level	Lesson Plan Title and Web Site	Type of Lesson	Description
High School and Adults	WHY DON'T WE DO IT ON OUR SLEEVES? http://www.coughsafe.com/index.html	Videos	Ordering information for video that demonstrates proper coughing etiquette (OtoRhinoLounsburgology Productions)

Two Sample Prevention Lesson Plans

Two lesson plans are provided as examples of lesson plans which include learning objectives and step-by-step instructions. The two lesson plans are:

K-4

Did You Wash Em? Handwashing Teaching Module and Scientifically-Based Teaching Activities (Kansas Department of Health and Environment),
http://www.kdheks.gov/wash_em/teach_module/wash_em_teachers_module.pdf)

Middle School and High School

Handwashing Laboratory Activities (Access Excellence @ the National Health Museum Activities Exchange),
http://www.accessexcellence.org/AE/AEC/CC/hand_activity.php)

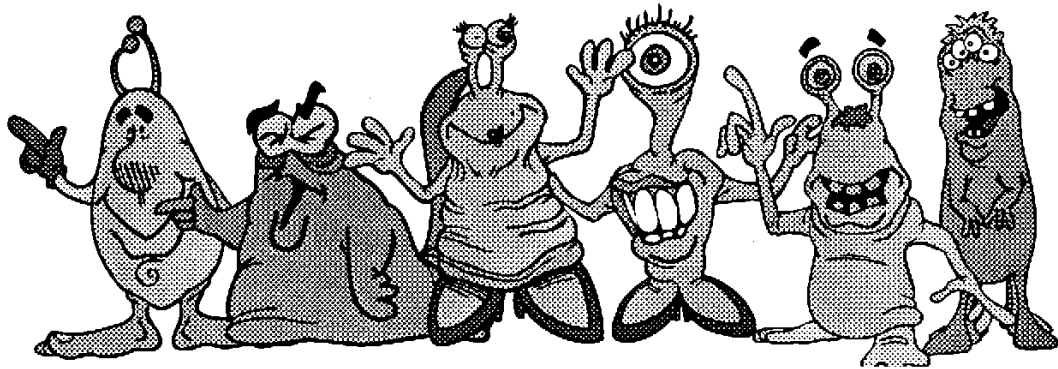


HANDWASHING AWARENESS CAMPAIGN

Handwashing Teaching Module

And Scientifically-Based Teaching Activities

Developed by Lorene L. Stephan RN, MSN ©1998, Cecelia L. Noll and Lorene L. Stephan



Funding for this project was provided by the Kansas Health Foundation, Wichita, Kansas. The Kansas Health Foundation is a philanthropic organization whose mission is to improve the health of all Kansans.



Teaching Module

HANDWASHING AWARENESS CAMPAIGN

HAND WASHING TEACHING MODULE

INTRODUCTION

Why teach hand washing?

Research has shown that proper hand washing helps to prevent disease. The United States Centers for Disease Control (CDC) reports that, "hand washing is the single most important means of preventing the spread of infection" (1995).

Through this project, it is hoped that there will be an increased awareness of hand washing. This education packet will aid in teaching the concept of disease and disease prevention through hand washing.

The goals of this teaching project are:

- To increase knowledge of the necessity for hand washing.
- To increase hand washing in the participants, facilitated by the use of music.
- To increase knowledge of proper hand washing per CDC scientific guidelines.

The objectives of this teaching project include the ability of the participants to:

- Identify reasons for hand washing.
- Identify when hand washing is necessary.
- Identify the benefits of hand washing.
- Learn how to wash hands properly.



Funding for this project was provided by the Kansas Health Foundation, Wichita, Kansas. The Kansas Health Foundation is a philanthropic organization whose mission is to improve the health of all Kansans.

Lesson I

PART 1

This part of the teaching module will present the concepts that the participants need to learn about hand washing. The expected outcomes are then identified.

CONCEPT # 1

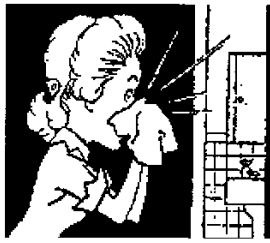
Germs are everywhere. There are good germs but there are also bad germs. These bad germs can get inside of your body and cause you to get sick. You can have germs that are on your hands and then you touch your mouth and those germs can get inside of you. You could also touch someone else and give those germs to them and they could get sick. These bad germs can also be on your hands before you eat and then you touch your food and the germs get inside of your body when you eat your food. These are all reasons why you need to wash your hands.

OUTCOME #1

Identify reasons for hand washing

1. To prevent illness.
2. To not spread germs from person to person.
3. To not spread germs from one place on your body to another place on your body.





Lesson I

Part 2

CONCEPT # 2

When you blow your nose, germs from inside of your nose can soak through the Kleenex and get on your hands, then you could pass those germs on to another person and they might get sick. If you are around a sick person and their germs get on you, you could get sick too. When you go to the bathroom, germs can get on your hands after wiping, then the germs could get to other parts of your body or to another person. You can even get germs from being outside and playing in the sand or dirt. These are all times when you need to make sure you wash your hands.



OUTCOME # 2

Identify when hand washing is necessary

1. AFTER BLOWING OR WIPING YOUR NOSE.
2. AFTER BEING AROUND A SICK PERSON.
3. AFTER GOING TO THE BATHROOM.
4. BEFORE EATING MEALS AND SNACKS.
5. WHENEVER HANDS ARE DIRTY.



Lesson I

PART 3

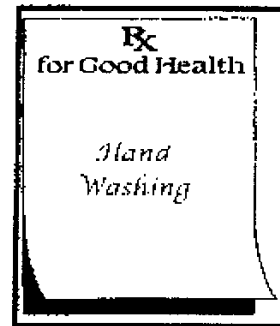
CONCEPT # 3

If you wash your hands then you can help your body to stay healthy and help those around you stay healthy. You won't get sick as often and you won't miss out on the fun things you like to do. This doesn't mean that you won't ever get sick, but it sure will help!

OUTCOME # 3

Identify the benefits of hand washing

1. Not getting sick
2. Not missing school
3. Not missing out on fun activities
4. Not passing germs around
5. Being Cleaner





Lesson 2

This lesson will focus on using the song, "if you're healthy and you know it wash your hands." Emphasis is placed on the participants becoming familiar with the song.

CONCEPT # 1

1. Sometimes when you wash your hands, you kind of do it real fast and maybe even forget to use soap. Sometimes, you don't even wash your hands at all. We are going to learn a song about hand washing. First time through the instructor will say the words and the participants will repeat. (Have copy of words for each participant).

2. The second time through, everyone recite the words together.

3. Play tape and listen to the song.

4. Play tape and sing along with the song.

OUTCOME # 1

To increase hand washing, facilitated by the use of music.

1. Participants will wash more often.

2. Participants will wash longer.

3. Hand washing is fun.

NOTE TO THE INSTRUCTOR:

Prior to every hand washing, the participants should be encouraged to sing or hum the song while washing their hands.



Lesson 3

This lesson focuses on the actual steps of proper hand washing. Demonstration of proper hand washing to the participants should be done during this part of the teaching module. the final step is to play the song and use the proper hand washing technique.

CONCEPT #1

You can rub your dirty hands on your shirt or pants or just run some water over your hands but that doesn't get rid of the germs. Proper hand washing will help to get rid of the germs you have on your hands. Water helps to remove germs from your hands, but soap and water are even better. There is oil on your hands that helps the germs stay on your hands. Soap helps to break down that oil which means the germs cannot hang on anymore. Rubbing your hands together and creating friction helps to loosen and remove the dirt and germs that stick to your hands. Putting your fingers together and rubbing vigorously helps to remove the germs and helps you to get all the parts of your hands clean. Using your fingernails of one hand to clean under the fingernails of your other hand will get rid of the germs that get under your fingernails. Rinsing your hands with water will wash away those germs that you have loosened up. Drying your hands with a paper towel instead of a cloth towel will cut down on the amount of germs on your hands. Using a paper towel to shut off the faucet will prevent germs on the faucet from getting back on your hands. (Now play the tape and use the proper hand washing technique while listening/singing the song.)

OUTCOME # 1

Learn how to wash hands properly.

1. Use soap and running water.
2. Rub your hands together creating friction
3. Wash all surfaces of your hands, including: backs of hands, wrist, between fingers, and under fingernails.
4. Wash hands for a least 60 seconds
5. Rinse well
6. Dry hands with a paper towel
7. Turn the faucet off using a paper towel, instead of bare hands.



CONCLUSION

After the presentation of Lessons I, II, & III, share the activity sheets with the participants and have them complete.

Preschool Activities (3-6 year olds)

Activity #1

Matching-Glossary words and pictures

Activity #2

Germs-Show me where germs are on your body?

Activity #3

Materials: Paper and crayons

Directions: Ask the participants to draw a picture of themselves when they are sick.

Activity #4

Materials: paper plates, Kleenex, scissors, pencil, paper, and glue

Directions:

Have the participants draw a picture of their face on one paper plate.

Have them trace their hand on a piece of paper. Cut out their traced hand. Glue Kleenex to their traced hand. Then ask the participant to glue the Kleenex and hand to the appropriate place on the picture of their face.

School Age Activities (7-10 YEAR OLDS)

Activity #1

Word Search

Activity #2

Word Scramble

Activity #3

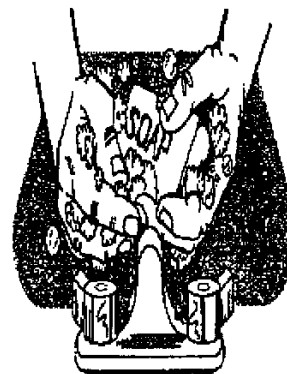
Definitions

Activity #4

Family Discussion about hand washing.
(Send home with participant)

NOTE TO THE INSTRUCTOR:

Please use your judgment in deciding age appropriate materials with your class room.





Evaluation

INSTRUCTIONS:

In order to evaluate this teaching module, pre and post measurements on length of time each participant washed can be done. Attached you will find an evaluation tool to help in this process. Put the participants name in the first column, time them before and after the teaching module. Record each participants time in the respective column. The participants can also be evaluated at one month and three months after the teaching module.

NOTE:

Though evaluation is not mandatory, it would be very helpful and greatly appreciated. The data you gather can help us to evaluate the success of the statewide hand washing campaign. (For confidentiality purposes do not send participants names).

Please send your results to the:

Kansas Department of Health and Environment
109 SW 9th St., Suite 604
Topeka, KS 66612-1274

HANDWASHING AWARENESS CAMPAIGN

HANDWASHING AWARENESS CAMPAIGN

E-16



G l o s s a r y

HANDWASHING AWARENESS CAMPAIGN

GLOSSARY

Disease: When your body does not feel well, feeling sick or ill.

Friction: Rubbing together two objects. For example: rubbing your hands together will create friction.

Germ: A tiny living organism, usually can only be seen under a microscope. Examples: bacteria, viruses, molds, and yeasts.

Infection: Invasion and multiplication of germs in body tissues, resulting in injury to the body. An infection can cause your body to not feel well.

Healthy: When your body feels good. Feeling OK!

Prevent: To try and stop something from happening. For example: To try and stop from getting sick would be preventing the sickness.

Transmission: The ability of germs to go from one person to another or one place to another.

NOTE:

This glossary consists of words that may be new to the participants and should be introduced prior to Lesson I. You may want to introduce the terms and ask for class participation on what each term means.

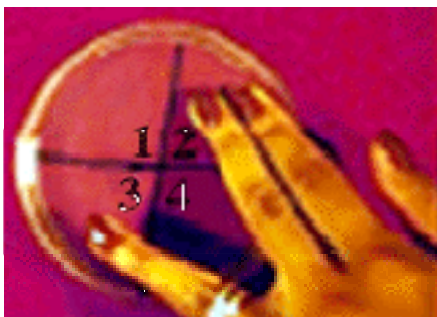
<http://www.accessexcellence.org/AE/AEC/CC/>

Access Excellence Classic Collection

Handwashing Laboratory Activities

by: [Christine L. Case, Ed.D.](#),
Microbiology Professor at Skyline College

Activity #1: Fingerprint Technique



photographs by C.L Case Ed.D

Materials

These materials are for each pair of students.

- Two petri plates containing nutrient agar
- Soap

Procedure

1. Divide two nutrient agar plates into four quadrants.
 - a. Label the quadrants of each plate 1 through 4.

- b. Label one plate "Water," the other "Soap."
 2. One student use the "Water" plate.
 - a. Touch section 1 with your fingers.
 - b. Wash well without soap.
 - c. Shake off excess water and while still wet touch section 2.
 3. Do not dry your fingers with a towel.
 - a. Wash again and while wet touch section 3.
 4. Wash a final time and touch section 4.
 5. Another student should use the plate labeled "Soap." Repeat the procedure step 2 (Except 2b. Wash with soap) through 4.
 6. Incubate the plates inverted at 35C or room temperature until the next period. (Usually 24 hours at 35C or 48 hours at room temperature.)
 7. Record your results:
 - a. 4+ = maximum growth
 - b. 3+ = moderate growth
 - c. 2+ = some growth
 - d. 1+ = a little growth
 - e. neg = no growth
-

Activity #2: Bowl Technique

Materials

These materials are for the whole class.

- Two sterilized bowls (wash then rinse out with alcohol and sterile water)
- 100 ml sterile water per bowl
- Two petri plates containing nutrient agar

Procedure

1. Label one nutrient agar plate "Not washed," the other "Washed."
2. Go to the restroom and touch all the things you would normally touch, such as doors and faucets, but do not wash your hands.
3. Immerse your hands up to mid-palm in 100 ml sterile water. Rub your fingers against each other.
4. After everyone has rinsed their hands in the same container of sterile water, transfer 0.5 ml of the wash water from step 2 to the surface of the "Not washed" plate. Spread the inoculum over the plate with an L-shaped glass rod. (The rod can be sterilized by dipping in alcohol and washing off the alcohol with sterile water.)
5. Go to the restroom and touch all the things you would normally touch then wash your hands.
6. Immerse your hands up to mid-palm in 100 ml sterile water. Rub your fingers against each other.
7. After everyone has rinsed their hands in the water, transfer 0.5 ml of the wash water from

step 5 to the surface of the "Washed" plate. Spread the inoculum over the plate with a sterilized glass rod.

8. Incubate the plates inverted at 35C or room temperature until the next period. (Usually 24 hours at 35C or 48 hours at room temperature.)

9. Record your results:

- a. 4+ = maximum growth
- b. 3+ = moderate growth
- c. 2+ = some growth
- d. 1+ = a little growth
- e. neg = no growth

Options

Compare hot/cold water; bar/liquid soap; dispenser types, e.g., bar soap, pump bottle, slit top, powdered soap; soap ingredients, e.g., alcohol, soap, detergent, hexachlorophene, medicated soaps.

Questions

1. Why is it not necessary and, in fact, undesirable to remove all bacteria from the skin?
2. The microorganisms that are normally present on the human skin are not pathogens. Why does a surgeon scrub for 2 to 5 minutes with an antiseptic soap before operating?
3. List some diseases that can be transmitted on hands.
4. Make a sign for your school restroom that will get students to wash their hands. Make a sign for your school that will encourage students who own lizards to wash their hands after handling the lizard.

Infection Prevention Tools Prevention

The Infection Prevention Tools will help you complete section 1.4 of the Pandemic Influenza Plan Template.

Schools play a key role in communicating preventive health messages. Posting infection prevention posters throughout your school is one way to increase awareness of the importance of key preventive health practices. Improved preventive health practices can improve health and attendance now as well as serve as an important preventive factor in the event of an influenza pandemic.

Examples of two posters are included in this toolkit:

- Limit the Spread of Germs
- Wash Your Hands.

These posters are available in English, Spanish and Vietnamese at:
www.sccphd.org/panflu.

From the homepage you have to click on “Pandemic Information” and scroll to the middle of the page to get to the poster links.

LIMIT ^{THE} SPREAD OF GERMS

that could make you & others sick.



Cover your coughs and sneezes...

with tissue -OR- cough or
sneeze into your sleeve, not your
hands. Always put used tissue
in the trash and then, wash
your hands with soap & warm
water -OR- clean your hands with
alcohol-based hand cleaner.

Public Health Department
Santa Clara Valley Health & Hospital System



ELIMINE LA PROPAGACIÓN DE GÉRMENES

que pudieran enfermarlo a usted y a los demás.



Cubrase la boca al toser o estornudar

con pañuelos -O- con las mangas
de su ropa, nunca con las manos.

Tire los pañuelos usados a
la basura y lávese las manos
con agua tibia y jabón

-O- utilice un desinfectante
para manos con base de alcohol.

Public Health Department
Santa Clara Valley Health & Hospital System



GIỚI HẠN SỰ LAN TRUYỀN CỦA MÀM BỆNH

để tránh cho quý vị và người khác bị bệnh.



Che lại khi ho và
nhảy mũi...

với giấy chùi – HOẶC – ho hoặc nhảy mũi
vào cánh tay áo, dùng dùng bàn tay của
mình. Luôn luôn bỏ giấy chùi dùng rồi vào
thùng rác và sau đó, rửa tay với xà bông và
nước ấm – HOẶC – chà tay với kem
rửa tay có chất cồn.

Public Health Department
Santa Clara Valley Health & Hospital System



Limit ^{the} Spread of Germs

that could make you & others sick.



WASH YOUR HANDS:

- After you cough, sneeze or use the bathroom.
- Before you touch your eyes, nose & mouth.
- After you touch dirty tissues or dirty surfaces.
- Before you prepare food and before you eat.

Wash your hands **with soap & warm water** -OR- clean your hands **with alcohol-based hand cleaner**.

Public Health Department
Santa Clara Valley Health & Hospital System



Elimine^{la} Propagación de Microbios

que pudieran enfermarlo a usted y a los demás.



LÁVESE LAS MANOS:

- Después de toser, estornudar o ir al baño.
- Antes de tocarse los ojos, nariz o boca.
- Después de tocar pañuelos o superficies sucias.
- Antes de cocinar o comer.

Lávese las manos **con agua tibia**
y jabón -O- utilice un **desinfectante**
para manos con base de alcohol.

Public Health Department

Santa Clara Valley Health & Hospital System



Giới Hạn Sự Lan Truyền Của Mầm Bệnh

để tránh cho quý vị và người khác bị bệnh.



RỬA TAY:

- Sau khi ho, nháy mũi hoặc dùng nhà vệ sinh.
- Trước khi sờ vào mắt, mũi và miệng của mình.
- Sau khi sờ giấy chùi đã dùng hoặc mặt phẳng dơ.
- Trước khi chuẩn bị thức ăn hoặc trước khi ăn.

Rửa tay với xà bông và nước ấm –
HOẶC - rửa tay với kem rửa tay có chất cồn.

Public Health Department

Santa Clara Valley Health & Hospital System



Continuity of Management Tools Preparedness

The Continuity of Management Tools will help you complete the questions on Management of Core Operations in section 2.4 of the Pandemic Influenza Plan Template.

The Continuity of Management Tools were developed to help you determine how your district will manage continuity of operations and instruction during a worst-case scenario pandemic influenza. The following tools will assist you in making your decision:

- Federal Emergency Management Guidance on the National Incident Management System (NIMS) and Incident Command System (ICS)
- U.S. Department of Education Guidance on School Emergency Planning and ICS
- Federal Emergency Management Agency (FEMA) Guidance on Continuity of Operations Planning
- Sample District ICS Organization for Continuity of Operations during an Influenza Pandemic

Federal Emergency Management Agency Guidance on NIMS/ICS

The Federal Emergency Management Agency (FEMA) is an agency of the United States Department of Homeland Security. It leads and supports a comprehensive emergency management system of preparedness, protection, response, recovery, and mitigation. In this capacity FEMA develops National Incident Management System (NIMS) compliance criteria and implementation activities and provides support to jurisdictions and responder organizations at the federal, state and local level. Adherence to the National Incident Management System is a federal government requirement for all government emergency planning, response, and recovery.

FEMA publishes frequently asked questions regarding NIMS Compliance. FEMA's response to the following question provides direction to school districts on NIMS compliance.

Q: Are school districts required to be NIMS compliant? Has there been any clarification as to the need for public school district personnel to take any NIMS courses?

A: Since school districts are an integral part of local government, their use of NIMS should be achieved in close coordination with other components of the

local government. School districts are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. This traditional relationship should be acknowledged in achieving NIMS compliance within an integrated local government plan for NIMS compliance. School district participation in local government's NIMS preparedness program is essential to ensure that first responder services are delivered to schools in a timely and effective manner. Accordingly, school districts that receive federal preparedness funds must require that the appropriate personnel take the IS-700 NIMS introductory course....However, it would be useful for all staff and teachers likely to be involved in emergency activities should the need arise, to take the IS-700 NIMS introductory course, including those districts that do not receive preparedness funding at this time.

The following hyperlink to the Department of Education's summary of frequently asked questions regarding FY 2006 NIMS requirements for schools includes a checklist that schools can use to chart their progress towards supporting the implementation of NIMS based on the FY 2006 compliance activities. Helpful Hints for School Emergency Management, The National Incident Management System (NIMS) and Schools is available at: http://ercm.ed.gov/views/documents/HH_NIMS.pdf

NIMS and the Incident Command System

The National Incident Management System (NIMS) is:

- A comprehensive national framework designed to efficiently support incident management at all jurisdictional levels, regardless of the size, nature, or complexity of the event.
- A core set of concepts, principles, and terminology for incident command and multi-agency coordination.

Implementing NIMS is important because it achieves unified, single-agency and interagency management in emergency response.

Under NIMS, the framework of operations is the Incident Command System (ICS). NIMS requires the use of the ICS by all levels of government and by healthcare organizations.

The purpose of the ICS is to provide an interdisciplinary and flexible management system that is adaptable to an incident of any kind or size. The ICS defines a clear chain-of-command and provides logistical and administrative support to operational staff responding to an incident.

U.S. Department of Education Guidance on School Emergency Planning and ICS

Although schools are not traditional first responders (e.g., police, fire, emergency medical services, public health, etc.), it is critical that schools understand the Incident Command System.

The Office of Safe and Drug Free Schools, U.S. Department of Education's 2007 *Practical Information on Crisis Planning: A Guide for Schools and Communities* was developed to help schools navigate the emergency planning process. It gives schools, districts, and communities the critical concepts and components of good crisis planning, stimulates thinking about the crisis preparedness process, and provides examples of promising practices.

This schools toolkit is consistent with *Practical Information on Crisis Planning: A Guide for Schools and Communities*. It is organized to reflect the sequence of crisis management:

- Prevention (addresses what schools and districts can do to reduce or eliminate pandemic influenza risks to health and life).
- Preparedness (focuses on the process of planning for the worst-case scenario pandemic influenza).
- Response (specifies the steps to take during an influenza pandemic).
- Recovery (deals with how to restore the learning and teaching environment after the pandemic).

The guide's section on preparedness and on the incident command system provides information on the role of school personnel in the incident command system. It recommends:

- *An ICS and/or other management plan needs to be created with all emergency responders and school officials before a crisis occurs.* This is because, when there is an emergency on campus (e.g., fire, bomb threat, suicide, shooting, etc.), the first responder that is the local authority for the emergency in the jurisdiction will set up the incident command system upon arrival on campus and serve as the incident commander. The school ICS will integrate into the first responder ICS at that time. *ICS provides a structured way for delegating responsibilities among school officials and all emergency responders during crisis response.*
- *Learn what roles the first responder will play, what responsibilities they will take on, and how they will interact with school staff. Schools need to be prepared to interact with the first responder and to take immediate action to protect students and staff. Especially important is determining who will communicate with families and the community during an incident.*

- *Prepare for immediate response. At the time of the incident, you will need to quickly determine whether students and staff need to be evacuated from the building, returned to the building, locked down in the building, or relocated to a remote site.*
 - *Define roles and responsibilities. Define what should happen, when, and at whose direction—that is, create an organizational system.... School staff should be assigned to the following roles:*
 - *School commander (to manage the students and staff)*
 - *Liaison to emergency responders (let first responder agencies know who this person is)*
 - *Student caregivers*
 - *Security officers*
 - *Medical staff*
 - *Spokesperson or Public Information Officer.*
- During the planning process, personnel and backups should be assigned to fill these roles.*

Once first responder roles and responsibilities are understood, you will be better able to plan for school personnel integration into the ICS created by the first responder to manage a campus emergency. Creating a “sample” ICS or emergency response organization enables schools to be better prepared when an emergency strikes:

- To implement a school ICS immediately.
- To integrate management of school responsibilities with the first responder upon their arrival.

The following tools will assist schools in creating a “sample” ICS or emergency response organization for incidents at your school.

Tools:

- *Practical Information on Crisis Planning: A Guide for Schools and Communities*, January 2007, Office of Safe and Drug Free Schools, US Dept. of Education:
www.ed.gov/emergencyplan
- FEMA Introduction to the Incident Command System for Schools:
<http://emilms.fema.gov/IS100SC/index.htm>.
- *Preparedness Emergency Management for Schools*, April 10-11, 2008, New Orleans, LA is a PowerPoint presentation: To download it, go to: rems.ed.gov/views/documents/Training_NOLA08_Preparedness.ppt This PowerPoint presentation provides helpful information on how a school and first responder integrate operations in an incident ICS.

FEMA Guidance on Continuity of Operations Planning

A continuity of operations plan is an organization's plan for continuing its core operations or essential functions during an emergency. Through continuity of operations planning, an organization's essential personnel are identified—they are the personnel required to continue the organization's core operations or essential functions.

Key COOP issues during a severe pandemic are the need to be prepared to:

- Continue core operations in spite of high employee absenteeism due to illness and/or caring for ill family members, which requires deep lines of succession for critical positions.
- Encourage behaviors that limit the spread of the influenza virus, such as, covering the cough, washing hands, and staying home when ill.
- Modify work place schedules and practices to limit the spread of the influenza virus by reducing social contacts.

In the FEMA frequently asked questions regarding NIMS Compliance mentioned previously, there is also a question about the relationship between NIMS, the NRP (National Response Plan), and COOP (Continuity of Operations Plan).

Q: What is the relationship between NIMS, the NRP, and COOP?

A: The NIMS provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size or complexity of the incident. Building upon the Incident Command System (ICS), the NIMS provides the nation's first responders and authorities with the same foundation for incident management for terrorist attacks, natural disasters and other emergencies.

The NRP is an all-discipline, all-hazards plan for the management of domestic incidents. Using the template established by the NIMS, the NRP provides the structure and mechanisms to coordinate and integrate incident management activities and emergency support functions across Federal, State, tribal and local government entities, the private sector and nongovernmental organizations.

COOP planning is simply a "good business practice"-part of the fundamental mission of agencies as responsible and reliable public institutions. Today's changing threat environment and the potential for no-notice emergencies, including localized acts of nature, accidents, technological emergencies, and military or terrorist attack-related incidents, have increased the need for COOP capabilities and plans that enable agencies to continue their essential functions across a broad spectrum of emergencies....

FEMA is responsible for formulating guidance and establishing common standards for agencies to use in developing viable, executable COOP plans.

The Department of Homeland Security has a Web site called “Ready Business” (<http://www.ready.gov/business/plan/index.html>) that encourages all businesses to develop continuity of operations plans.

A resource for continuity of operations plan guidance is the Maryland Emergency Management Agency's *Preparing for an Emergency: Continuity of Operations Planning for Public Institutions*. It is available at:
<http://www.umaryland.edu/healthsecurity/navigation/Version%202%20Final%20Cooop%20Manual.pdf>

A resource for continuity of operations that focuses on an influenza pandemic is *Federal Guidance to Assist States in Improving State-Level Pandemic Influenza Operating Plans*, which is available at:
<http://www.pandemicflu.gov/news/guidance031108.pdf>

As the above guidance indicates, schools are encouraged to develop continuity of operations plans.

Sample District ICS Organization for Continuity of Operations during an Influenza Pandemic

During an influenza pandemic, the Public Health Department is the local authority for the emergency in the jurisdiction. Public Health will be creating the ICS to respond to the pandemic. The *Santa Clara County Pandemic Influenza Preparedness and Response Plan* will guide the emergency response.

During peak waves of a severe pandemic, all businesses—public (including schools) and private—will need to activate their continuity of operations plans (COOPs). While each organization's COOP is part of the organization's emergency response, all of the COOP plans that will be activated during the pandemic by all public and private organizations/businesses are not a part of the Public Health ICS established for emergency response.

No guidance requiring schools to institute an ICS to manage continuity of operations and instruction when schools are closed during a pandemic has been identified. As a result, schools can manage continuity of operations during school closure by:

- Using their normal system of management (ensuring that there are deep lines of succession for key management positions) OR
- Instituting an ICS (ensuring that there are deep lines of succession for key management positions).

It is up to each district to determine ICS uses outside the federally-mandated emergency response guidelines. If your district decides to manage continuity of operations using an ICS organization, the following two tools will assist you:

- Sample District ICS Organization with ICS Roles Specified
- Sample District ICS Organization with Space to Fill-in Key Personnel and Backup.

A Few Notes on the Sample ICS Organization for Continuity of Operations

This sample ICS organization depicts a possible organization for a K-12 school district continuity of operations during a school closure.

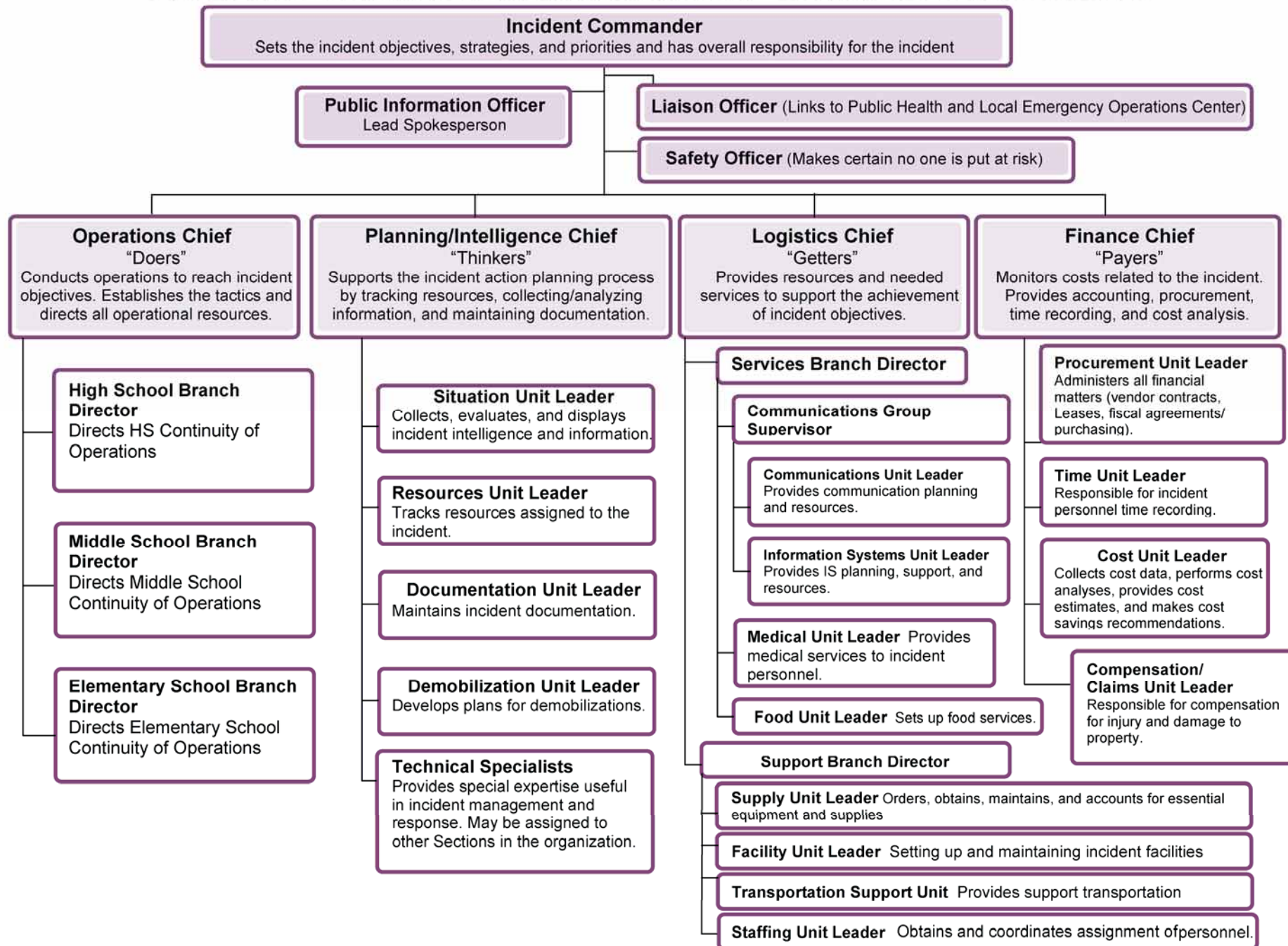
The Incident Commander (IC) only creates those sections that are needed. If a section is not staffed, the IC manages those functions.

The Command Staff (IC, Public Information Officer, Liaison Officer, and Safety Officer) provide information, safety, and liaison services for the entire organization.

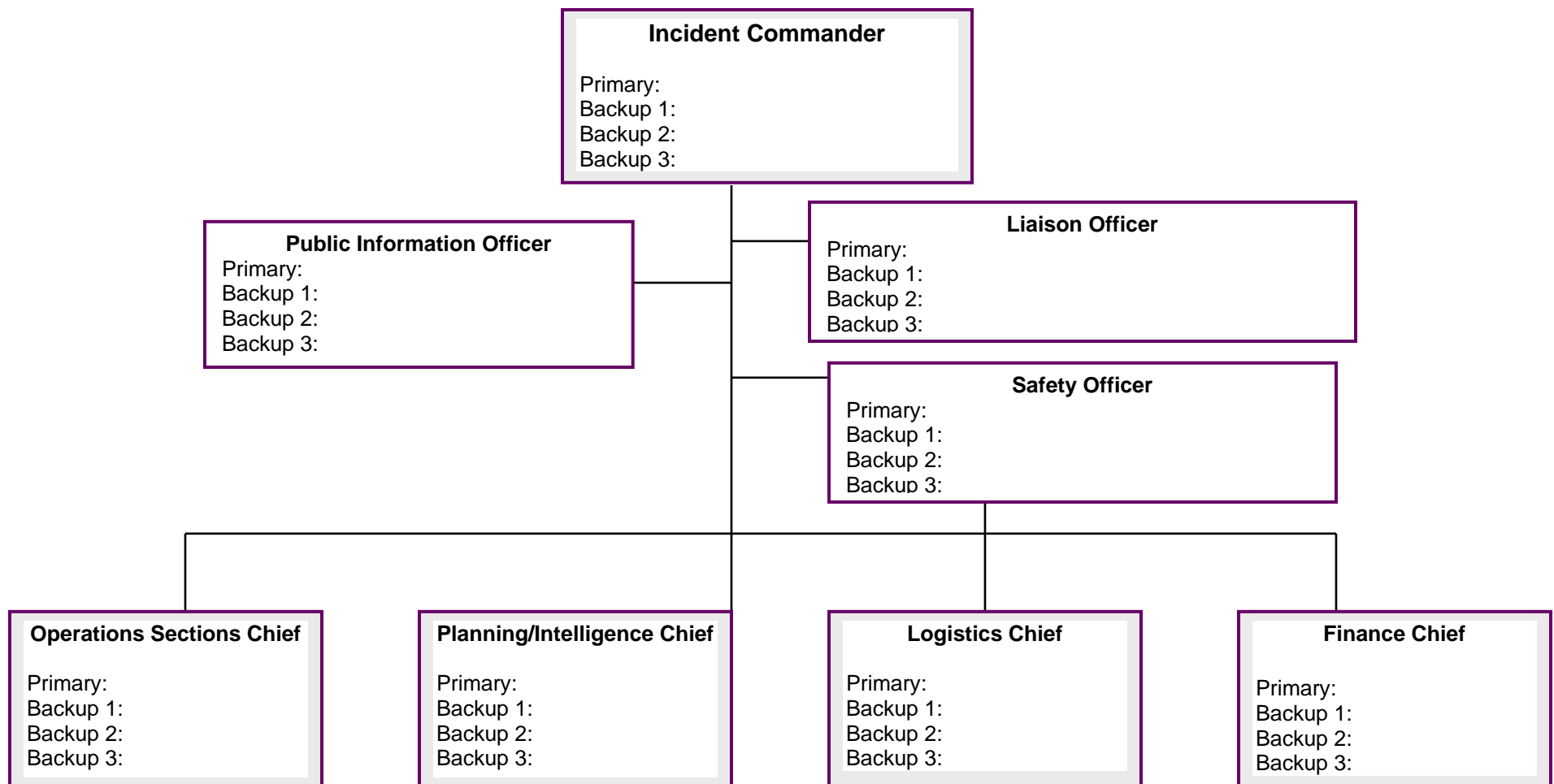
The General Staff (Operations Section Chief, Planning Section Chief, Logistics Section Chief, and Finance/Admin Section Chief) are assigned functional authority.

The General Staff assume all responsibilities of the Branches/Groups/Units under them if they are not staffed. The sections can be expanded and contracted as needed

Sample District Level Incident Command System Organization for Continuity of Operations during School



Sample Blank District Level Incident Command System Organization for Continuity of Operations during School Closure with Space to Fill-in Key Personnel and Backup



Continuity of Instruction Tools Preparedness

The Continuity of Instruction Tools will help you complete section 2.6 of the Pandemic Influenza Plan Template.

During an influenza pandemic, schools will be expected to continue core operations, including student instruction. As the U.S. Secretary of Education has said, “School closure may be necessary to protect the health of students and school personnel, to limit the spread of the virus, or in response to student and/or staff absences.” Continuing instruction when schools are closed is the greatest challenge of a district’s effective pandemic planning. The tools for this section will assist schools in developing strategies to successfully meet this challenge.

The Continuity of Instruction Tools include:

Teacher Home Technology Questionnaire*

Parent/Guardian Home Technology and Learning Support Questionnaire*

Class-Level Continuity of Student Learning Plan*

Individual Student Continuity of Learning Plan*

Examples of Home Learning Methods* and Alternative Instructional Strategies

** Adapted from State of Georgia Pandemic Influenza Planning Kit for Schools.*

Home Technology Questionnaire for Teachers

Teacher Name:	School:
---------------	---------

Dear Teachers,

As part of district disaster planning, we are making a plan to continue instruction during a pandemic influenza when schools may be required to close for up to 12 weeks. For planning purposes, we need to know what resources our teachers have at home for:

- Getting lessons to students,
- Helping students understand the lessons, as needed, and
- Receiving completed assignments from students.

Please check the boxes that describe the resources you have at home that could be used to continue instruction in the event that the schools must close and employees must work from home:

Equipment:

- ☐ Computer
- ☐ E-mail
- ☐ Internet Camera
- ☐ Telephone or cell phone
- ☐ Fax machine

Internet Connectivity:

- ☐ DSL
- ☐ Cable
- ☐ Dial-up

A similar survey will be sent home to parents/guardians to determine what resources students have in their homes.

You will be asked to develop a *Class-Level Continuity of Student Learning Plan* for your class(es) based on the resources that your students have available in their homes. Once this information is available, the pandemic influenza planning coordinators for your school will work on identifying what resources are needed to implement Continuity of Student Learning Plans in our district and develop a plan to obtain those resources.

Public Health anticipates that schools may have up to a 7-10 day warning prior to schools closing.

Thank you!

Home Technology and Learning Support Questionnaire for Parents/Guardians

Please complete a separate form for each school your child(ren) attend.

Student Name(s):	School:	School District:
------------------	---------	------------------

Dear Parents/Guardians,

As part of district disaster planning, we are making a plan to continue instruction during a pandemic influenza when schools may be required to close for up to 12 weeks. For planning purposes, we need to know what resources our families have at home for:

- Getting lessons from their teachers,
- Getting help in understanding the lessons, as needed, and
- Returning completed assignments to the teacher.

Please note that when schools are closed it is likely that libraries will also be closed and not available as a resource for your family.

Please check the boxes that describe the resources you have at home that could be used to continue instruction in the event that the schools must close:

Equipment:

☐ Television

☐ Cable TV

☐ Satellite TV

☐ Telephone
or cell phone

☐ Computer

☐ E-mail

☐ Internet Camera

☐ Fax machine

Internet Connectivity:

☐ DSL

☐ Cable

☐ Dial-up

If your child(ren) needs help with homework, will there be someone at home—a home learning helper—who can help them with work at their grade level? Your child(ren)'s home learning helpers could be a parent/guardian, older sibling, or other relative that either lives in the home or nearby. It may also be possible for a relative or friend that does not live at home to help your child over the phone, if they are able to get copies of the lessons. Please list your child(ren) and their home learning helpers below. *Note: transportation services may be limited during a pandemic.*

Child's Name	Grade	Home Learning Helper(s)	
		Yes	No

Please provide the information requested on the next page so that we can plan to meet your child(ren)'s needs while continuing instruction when schools are closed.

Home Technology and Learning Support Questionnaire for Parents/Guardians (cont.)

Student Name(s):	School:	School District:
------------------	---------	------------------

Parent/Guardian and Home Learning Helpers Contact Information

If possible, identify at least one home learning helper for each child in your home that attends this school.

Parents/Guardians/Home Learning Helpers		
Name of Parent/Guardian	Contact Information	This is a Home Learning Helper for this Child (Name Student)
Phone Number		
Fax Number		
E-mail Address		
Street Address, City, Zip Code		
Name of Parent/Guardian		
Phone Number		
Fax Number		
E-mail Address		
Street Address, City, Zip Code		
Name of Other Home Learning Helper		
Phone Number		
Fax Number		
E-mail Address		
Street Address, City, Zip Code		
Name of Other Home Learning Helper		
Phone Number		
Fax Number		
E-mail Address		
Street Address, City, Zip Code		

Home Language Questions

Check the language your family speaks most often at home:

☐ English
 ☐ Spanish
 ☐ Vietnamese
☐ Chinese
 ☐ Other _____
Please specify.

Will your child need translation/interpreter assistance to do school work at home while schools are closed?

☐ yes
 ☐ no

In the event that schools are required to close during an influenza pandemic, the information you have provided will assist your child(ren)'s teacher(s) in continuing instruction during that time. Thank you!

Class-Level Continuity of Student Learning Plan¹

The Class-Level Continuity of Student Learning Plan is to be completed for class. Review the Student/Family Home Technology Questionnaire for all students in the class prior to completing this plan. The tool, Examples of Home Learning Methods and Alternative Instructional Strategies, is also available to assist you in completing this learning plan.

Class:	Grade:
Name of Teacher	
Phone Number	
Fax Number	
E-mail Address	
Street Address, City, Zip Code	

If schools are closed and learning must continue at home:

	Expected School Closure ≤ 4 Weeks	Expected School Closure ≤ 12 Weeks
The student will get their assignments and lessons via		
The teacher will communicate with the student via		
Discussion of material will take place using		
Students will be assessed in the following ways		
Expected challenges		
Planned strategies for addressing those challenges		

Identify alternative instructional strategies you will use for this class.

Note: this plan will be augmented with an Individual Student Continuity of Learning Plan or augmented IEP for students with special needs (special education students, medically fragile/chronically ill students, and students needing interpreter/translation assistance to be able to do school work at home).

¹ The district will determine if this plan is completed by the district, by grade-level teams, or by the class teacher.

Individual Student Continuity of Learning Plan

The Individual Student Continuity of Learning Plan is to be completed for each student with special needs (special education students, medically fragile/chronically ill students (if not included as special education students), and students needing interpreter/translation assistance to be able to do school work at home).

Review the Class-Level Continuity of Student Learning Plan and the Student/Family Home Technology Questionnaire for the student prior to completing this plan. The tool, Examples of Home Learning Methods and Alternative Instructional Strategies, is also available to assist you in completing this learning plan.

Name of Student:	Grade:
Phone Number	
Fax Number	
E-mail Address	
Street Address, City, Zip Code	

If schools are closed and learning must continue at home:

The student will get their assignments and lessons via		
The teacher will communicate with the student via		
Discussion of material will take place using		
Expected challenges		
Planned strategies for addressing those challenges <i>Specify how instruction will be made available in accessible formats (e.g., use of captioning, narration, screen readers, magnifiers, high volume headsets, TTY, TDD, large print and Braille) as needed.</i>		

Identify the alternative instructional strategies you will use for this student.

Examples of Home Learning Methods and Alternative Instructional Strategies

Examples of Methods for Students to Get Assignments

- ☐ Phone Message
- ☐ E-mail
- ☐ Telephone Trees
- ☐ School/Class Web Page
- ☐ Assignment Hotline that Students Can Call To Get Assignments

Examples of Home Learning Methods

Methods for Introducing Written Materials

- ☐ Textbook sent home with student
- ☐ Individual lessons/worksheets (Sent home with student, E-mail, Fax, Postal Service)
- ☐ Independent Study Packets (Sent home with student, E-mail, Fax, Postal Service)
- ☐ Virtual Classrooms
- ☐ Cable Broadcasting
- ☐ Internet Curriculum
- ☐ Televised Curriculum (PBS, Cable)
- ☐ Web sites

Methods for Explaining Material

- ☐ Written tips from teacher for parent/guardian/home learning helper
- ☐ Phone (individual or conference calls) support from teacher for parent/guardian/home learning helper
- ☐ Cable TV Program Developed to Support Home Learning Program
- ☐ Virtual Classroom/Webcast Open Circuit or Programming Developed to Support Home Learning Program
- ☐ Existing Educational Programming

Methods for Discussing Material (Higher Grades)

- ☐ Conference Calls
- ☐ Chat Rooms
- ☐ Online Discussion Forums
- ☐ Virtual Classroom

Methods for Practicing Material

- ☐ Worksheets obtained through one of methods identified above and returned completed by email, fax, or postal service
- ☐ Websites with feedback

Methods for Assessing/Grading Students

- ☐ Completed assignments, worksheets and essays
- ☐ Test materials obtained through one of methods identified above and returned completed by email, fax, or postal service
- ☐ Websites for feedback and grading
- ☐ Other _____

Examples of Alternative Instructional Strategies

There are multiple Internet/distance learning opportunities. Some examples are listed below.

- Add local sites.
- Add sites that your school currently uses.

Distance Learning Resource	Contact Information
Local public television Mission Community College telecourses/television courses	www.kteh.org 408-855-5180
CTAP: California Technology Assistance Project	Local contact: Robert Shemwell Robert_shemwell@sccoe.org
A free course management system	http://moodle.org
A virtual office or classroom that allows for meeting, exchange of documents (e.g., homework assignments) as well as live and/or taped presentations that can be done from home	www.Webexone.com Site owned by Cisco (discounts for non-profits) Contact: Christina Nault: 888-932-2660 x6744 Christina@webexone.com
New York Times lesson plan link	http://www.nytimes.com/learning/teachers/lessons/subscribe.html
Lesson plan link	www.schoolloop.net
Smithsonian Institution Central Education Website	www.smithsonianeducation.org
Library of Congress <ul style="list-style-type: none"> ▪ Teachers ▪ Kids and Families 	www.loc.gov/teachers www.loc.gov/families
NOAA Education, Advancing Environmental Literacy <ul style="list-style-type: none"> ▪ Primarily for Teachers ▪ Primarily for Students ▪ Cool Sites for Everyone 	www.education.noaa.gov
White House Kids History and Math Challenges	www.whitehouse.gov/kids
U.S. Department of the Interior, National Park Service Website	www.nps.gov/webrangers
Online Teacher Resource that provides free and easy to use resources for teachers dedicated to improving the education of today's generation of	http://www.teach-nology.com

students	
North American Council for Online Learning <i>A National Primer on K-12 Online Learning</i> (April 2007)	http://www.nacol.org/docs/national_report.pdf

School Employees as Disaster Service Workers Tools Preparedness

The School Employees as Disaster Service Workers Tools will help you complete section 2.9 of the Pandemic Influenza Plan Template.

These tools provide information on the California Disaster Service Worker Program and on how to prepare school employees for their role as disaster service workers.

During a pandemic, if needed, *non-essential* public employees will be released from their normal duties so that they can be reassigned as disaster service workers to emergency field operations needing additional staff.

Schools in other states will need to check their state's emergency legislation to determine if public employees, and thus public school employees, have a mandated responsibility to assist during a declared emergency.

- *If school employees in your state do have a similar mandated responsibility, the information below will have to be modified to reflect local legislation.*
- *If they do not have a similar mandated responsibility, the disaster service worker portion of Plan Template Section 2.9 can be deleted from your school's Pandemic Influenza Plan.*

These tools include:

- Overview of California Disaster Service Worker Program.
- Example of How to Prepare District Employees for Their Disaster Service Worker Role.
- Tools To Assist Schools in Preparing Employees for their Role as Disaster Service Workers:
 - Orange County, California Brochure: *California Public Employee Disaster Service Workers: Did You Know?*
 - PowerPoint presentation: Responsibilities of Public Employees as Disaster Service Workers.
 - Communication: District Disaster Service Worker Emergency Plan.

Overview of California Disaster Service Worker Program

The State of California has a Disaster Service Worker (DSW) Program that includes all public employees and can include any unregistered person (e.g., spontaneous volunteers) impressed into service by a person having authority to command the aid of citizens in the execution of his or her duties during a state of war, a state of emergency, or a local emergency.

As public employees, school employees are DSWs. Examples of emergencies for which school personnel may be called upon to help as DSWs include fire, flood, earthquake, or public health emergencies requiring, for example, contingency hospitals when hospitals are overwhelmed, programs to feed vulnerable populations, or clinics to provide mass prophylaxis of the area's entire population. In an emergency, *non-essential* public employees—those that are not required for continuity of operations—are released from their usual duties so that they can be reassigned to assist any agency or organization carrying out its emergency response duties. Employees acting as DSWs will be assigned duties within their scope of training, skill, and ability. Examples of DSW responsibilities include:

- Registering people at a shelter or mass prophylaxis clinic.
- Translating for non-English speaking individuals.
- Acting as a messenger at a designated site.
- Serving food to emergency staff or to vulnerable populations.
- Answering phones.

California Government Code Specific to Disaster Service Workers

The following is presented to provide the legal basis for school district employees' roles as disaster service workers and the requirements to ensure employees are eligible to be paid while serving as disaster service workers.

The term "disaster service worker" includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. (CA Government Code §3101).

By law, all disaster service workers shall, before they enter upon the duties of their employment, take and subscribe to the oath or affirmation set forth in the California Constitution that declares them to be disaster service workers in time of need (CA Government Code §3102).

To ensure that school employees can be paid and reimbursed for expenses when they serve as disaster service workers, "It shall be the duty of the person certifying to public payrolls to ascertain and certify that such disaster service worker has taken such oath or affirmation. Whenever there is more than one officer certifying to public payrolls the governing body of a city or county or school district may designate and make it the duty of a certain officer or officers to ascertain and certify that such disaster service worker has taken such oath or affirmation. The governing body of a city or county or school district may designate and make it the duty of a local disaster service officer to ascertain and certify that each volunteer disaster service worker has taken such oath or affirmation." (CA Government Code §3107)

Public employees acting as disaster service workers can get paid and reimbursed for expenses only if they have taken and subscribed to the oath or affirmation prior to serving as a disaster service worker (CA Labor Code §3107).

Example of How to Prepare District Employees for Their Disaster Service Worker Role

Check your state's emergency legislation to determine if public employees, and thus public school employees, have a mandated responsibility to assist during a declared emergency.

If public school employees have a mandated responsibility to assist during a declared emergency, determine how your district can prepare its employees. For example, a California school district can prepare its employees in the following ways:

- √ Maintain records verifying that school district employees have taken or subscribed to the oath or affirmation set forth in the California Constitution that declares them to be disaster service workers in time of need.
- √ Meet with your local jurisdiction's Emergency Management. Discuss the role of school district employees as DSWs and your responsibilities as their employer. Find out how district employees will know when they are being called on as DSWs to assist with emergency response.
- √ Educate school employees on their role as disaster service workers.
- √ Encourage school employees to prepare for a possible emergency by having a personal/family emergency plan for their families, home, pets, and other responsibilities in the event they should be called to assume disaster service worker duties.

Tools:

Disaster Service Worker Brochure

PowerPoint presentation: Responsibilities of Public Employees as Disaster Service Workers

Communication: District Disaster Service Worker Emergency Plan

- √ Develop district disaster service worker procedures such as the following example:

In the event of a disaster, employees are to:

- Secure their homes and families.

- Report to school to their normal jobs at their regularly scheduled time unless instructed to do otherwise by their supervisors.
- Follow supervisor's DSW reporting instructions.

DSW activities will be assigned to employees by their supervisors (e.g., told where to report) or by legal authorities to assist the county in carrying out its responsibilities in emergencies.

Tools To Assist Schools in Preparing Employees for their Role as Disaster Service Workers

- Orange County, California Brochure: *California Public Employee Disaster Service Workers: Did You Know?*
- PowerPoint presentation: Responsibilities of Public Employees as Disaster Service Workers
- Communication: District Disaster Service Worker Emergency Plan

As a California city, county, or state agency or public district employee, you may be called upon as a disaster service worker in the event of an emergency. The information contained in this pamphlet will help you understand your role and obligation.

California Public Employee **DISASTER SERVICE WORKERS**

*California Government Code
Section 3100-3109*

For more information, please visit the following websites:

California Emergency Services Act

[http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov
&group=08001-09000&file=8550-8551](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov&group=08001-09000&file=8550-8551)

California Government Code 3100-3109

[http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov
&group=03001-04000&file=3100-3109](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov&group=03001-04000&file=3100-3109)

The California Constitution Oath or Affirmation

http://www.leginfo.ca.gov/.const/.article_20

Governors Office of Emergency Services

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/
Laws&RegsCalCodePDFs/\\$file/Ch2.3_%20
DSW.pdf](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Laws&RegsCalCodePDFs/$file/Ch2.3_%20DSW.pdf)



WILLIAM M. HABERMEHL
County Superintendent of Schools

Did you know?



Public Employee Disaster Service Worker Status

California Government Code Section 3100-3109

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, man-made, or war-caused emergencies which result in conditions of disaster or extreme peril to life, property, and resources is of paramount state importance...in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers...

All disaster service workers shall, before they enter upon the duties of their employment, take and subscribe to the oath or affirmation...

What does disaster service mean?

Disaster service means all activities authorized by and carried out pursuant to the California Emergency Services Act*.

Who is included in the disaster service worker status?

All public employees are included in the disaster service worker status which are all persons employed by any county, city, state agency or public district.

What are the scope of duties of employee disaster service workers?

Any public employees performing duties as a disaster service worker shall be considered to be acting within the scope of disaster service duties while assisting any unit of the organization or performing any act contributing to the protection of life or property or mitigating the affects of an emergency.

How are public employees assigned disaster service activities?

Public employees are assigned disaster service activities by their superiors or by law to assist the agency in carrying out its responsibilities during times of disaster.

What is the oath or affirmation referred to in the government code?

Before entering upon the duties of employment, all public employees take and subscribe to the oath or affirmation set forth in the California Constitution that declares them to be disaster service workers in time of need.

When do public employees take the oath or affirmation?

Most public employees sign the oath or affirmation during the hiring process and it is kept with the employer.

Do public employees acting as disaster service workers get paid?

Public employees acting as disaster service workers get paid only if they have taken and subscribed to the oath or affirmation.

Can disaster service workers be sued for actions taken while performing duties?

Public employee disaster service workers for non-profit organizations and government cannot be held liable for their actions during a disaster while acting within the scope of their responsibilities.

What if public employees are injured while acting as disaster service workers?

Claims sustained by public employees while performing disaster services shall be filed as worker compensation claims under the same authorities and guidelines as with all employees within their agency.



As a public employee, you may be called upon to assist in the event of fire, flood, earthquake, or other natural or man-made disasters.

*California Emergency Services Act

<http://www.loginfo.ca.gov/cgi-bin/displaycode?section=gov&group=08001-09000&file=8550-8551>



PANDEMIC INFLUENZA

School Planning Toolkit



Public Health Department
Santa Clara Valley Health & Hospital System



Disaster Service

Public Employee Responsibilities



PANDEMIC INFLUENZA School Planning Toolkit

Overview

- Definition
- Legal requirement
- Preparation
- Responsibilities

A public health emergency is:

- An occurrence or imminent threat of an illness, caused either naturally or by human action, that poses a serious risk of death or disability.
- Includes the result of earthquakes, floods, fires

Legal Requirement

- According to California Government Code Section 3100-3109, all public employees are required to be disaster service workers
- This includes all school staff

Preparation

- Inform family of your responsibility to report for disaster service worker duty
- Create emergency plan for family care
- Stock up on food, water and medical supplies to last two weeks
- Keep an emergency supply bag handy
- *Family safety and welfare come first*

Responsibilities

- Tasks will be within your training, skill, or ability.
- Possible tasks may include:
 - Register people at a shelter or other service location
 - Translate for non-English speaking individuals
 - Act as a messenger at a designated site
 - Serve food to emergency staff
 - Answer phones

Disaster Service Worker Communication

Audiences:

- ☒ Administration
- ☒ Teachers and Staff

District Disaster Service Worker Emergency Plan

TO:
FROM:
DATE:
SUBJECT: Disaster Service Worker Emergency Plan

A disaster service worker brochure is enclosed to explain school employees' role as disaster service workers.

In planning for our roles and responsibilities during any state of emergency, it is imperative that we plan for the well-being of our families, pets, and home. I encourage each of you to have plans in place should there be the need for you to assume duties as a disaster service worker.

We all understand this is an especially difficult topic and one that few of us have encountered, but by being prepared and working together, we can make a difference in this community.

Glossary of Terms

Antiviral medications	Medications presumed to be effective against potential pandemic influenza virus strains and which may prove useful for treatment of influenza-infected persons or for prophylactic treatment of persons exposed to influenza to prevent them from becoming ill.
Avian influenza (bird flu)	Bird flu is an infection caused by avian (bird) influenza viruses. These viruses occur naturally among birds. Wild birds worldwide carry the viruses, but do not usually get sick. However, bird flu is very contagious among birds and can make some domesticated birds—chickens, ducks, and turkeys—very sick and even kill them.
Avian influenza H5N1	A novel influenza A subtype highly pathogenic to birds and where direct avian-to-human transmission has occurred and led to severe human disease. H5N1 is of particular concern because a pandemic may result if the subtype acquires the ability to be transmitted easily from person to person.
Case fatality ratio	Proportion of deaths among clinically ill persons.
Children	Children are defined as 17 years of age or younger.
Clinically ill	Those persons who are infected with pandemic influenza and show signs and symptoms of illness.
Community mitigation strategy	A strategy for implementation at the community level that is designed to slow or limit the transmission of pandemic virus.
Continuity of Operations Plan (COOP)	Continuity of Operations Plan is a business' or organization's plan to ensure the continuation of essential functions through a wide range of emergencies and disasters.
Cough etiquette	Covering the mouth and nose while coughing or sneezing; using tissues and disposing in no-touch receptacles; and washing of hands often to avoid spreading an infection to others.
Early, targeted, and layered non-pharmaceutical interventions (NPIs) strategy	A strategy for using combinations of selected community-level NPIs implemented early and consistently to slow or limit community transmission of a pandemic virus.

Epidemic

An outbreak of a disease that spreads more quickly and more extensively among a group of people than would normally be expected.

Hand hygiene

Hand washing with either plain soap or antimicrobial soap and water or use of alcohol-based products (gels, rinses, foams containing an emollient) that do not require the use of water.

Infection control

Hygiene and protective measures to reduce the risk of transmission of an infectious agent from an infected person to uninfected persons (e.g., hand hygiene, cough etiquette, use of personal protective equipment, such as face masks and respirators, and disinfection).

Influenza pandemic

A worldwide epidemic caused by emergence of a new or novel influenza strain to which humans have little or no immunity and which develops the ability to infect and be transmitted efficiently and sustainably between humans.

Isolation of ill people

Separation or restriction of movement of persons ill with an infectious disease in order to prevent transmission to others.

Non-pharmaceutical intervention (NPI)

Mitigation measure implemented to reduce the spread of an infectious disease (e.g., pandemic influenza) but one that does not include pharmaceutical products, such as vaccines and medicines. Examples include social distancing (e.g., school closures) and infection control measures.

Pandemic vaccine

Vaccine for a specific influenza virus strain that has evolved the capacity for sustained and efficient human-to-human transmission. This vaccine can only be developed once the pandemic strain emerges.

Personal protective equipment (PPE)

PPE is any type of clothing, equipment, or respiratory protection device (respirators) used to protect workers against hazards they encounter while doing their jobs. PPE can include protection for eyes, face, head, torso, and extremities. Gowns, face shields, gloves, face masks and respirators are examples of PPE commonly used within healthcare facilities. When PPE is used in a workplace setting to protect workers against workplace hazards, its use must be consistent with regulations issued by the Occupational Safety and Health Administration

(<http://www.osha.gov/index.html>).

Quarantine

A restraint upon the activities or communication (e.g., physical separation or restriction of movement within the community/work setting) of an individual(s) who has been exposed to an infection but is not yet ill to prevent the spread of disease; quarantine may be applied voluntarily (preferred) or on a compulsory basis dependent on legal authority.

Seasonal influenza (flu)

Influenza virus infections in familiar annual patterns.

Social distancing

Measures to increase the space between people and decrease the frequency of contact among people.